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RELIGIOUS EDUCATION BIBLIOGRAPHY

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CONTENTS

	PAGE
Foreword	v

NONSECTARIAN RELIGIOUS EDUCATION

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I. General references	1
Nature and purposes of religious education	1
Religious education and public affairs	2
Interdenominational understanding and cooperation	2
Publication of religious books	3
Problems concerning religion	3
II. Administration of religious education programs	4
III. Curriculum materials and methods	5
IV. Students' problems	6
V. Problems of leadership	6

CATHOLIC RELIGIOUS EDUCATION

PREPARED BY DR. GEORGE JOHNSON AND MISS AGNES COLLINS
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I. Religion and religious education	8
II. Administration of religious and character education	8
III. Curriculum materials and methods	8
IV. Training in the home	10

JEWISH RELIGIOUS EDUCATION

PREPARED BY DR. MORDECAI SOLTES OF THE JEWISH WELFARE BOARD

I. General references	11
History and progress	11
Religious understanding and cooperation	12
II. Administration of religious education programs	12
III. Curriculum materials and methods	13
IV. Problems of leadership	15

PROTESTANT RELIGIOUS EDUCATION

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I. General references	16
Philosophy and aims	16
Progress	16
II. Administration of religious education programs	17
Church and community programs	17
Church schools	18
Week-day schools	19
III. Curriculum materials and methods	19
IV. Students' problems	21
V. Problems of leadership	22
Index	25

JAN 23 1933

RELIGIOUS EDUCATION BIBLIOGRAPHY

JANUARY–DECEMBER, 1931

FOREWORD

Religious education has always been a field for prolific writing. Our earliest examples of American literature were in this field, including both treatises on the philosophy of religious instruction and novels contributing to the religious aim. At present the presentation of material on many phases of religious education has in no sense diminished; rather has it broadened its activity both in range of subject matter and in publication channels. Some of the phases upon which much writing occurs may be indicated:

What is the scope of religious education?—What are its real purpose and aims? Is it to be conceived as preparation for affiliation with a church or religious society, is it Biblical or denominational instruction, or is it synonymous with ethical or character training? In this day of emphasis on education of the whole personality what part does religious education have in the entire educational program? It is commonly stated that religion is subject to change along with change in the behavior patterns of society. What part does religious education have in these changes?

How is religious education administered?—What agencies are now carrying on programs of religious education? What ages and classes of society do these programs reach? What parts do the home, the church, and the schools have in providing religious instruction? To what extent may the press be counted on as an ally in this field? Organized instruction requires teachers, buildings, equipment, regular schedules. How are the agencies engaged in religious education solving these problems?

What are the materials and methods in use in religious instruction?—To what extent are curricula developed by the various agencies engaged in religious education? What is the nature of such courses? Much is being written concerning the use of the Biblical and religious drama in the program of the church, and the contribution of music. Are they having a place in religious instruction?

Current publications deal with these and many other phases of religious education. In order to provide an index to the outstanding publications in this very important field, the Office of Education invited the cooperation of a number of leading agencies for religious education in the preparation of an annotated bibliography for the year 1931, to include the important books and articles in periodicals on its various phases. The plan was approved, and the most generous

assistance was given by the following organizations: The Religious Education Association, The National Catholic Welfare Conference, The Jewish Welfare Board, and The International Council of Religious Education.

The bibliography herein presented is divided into four sections, embracing the past year's outstanding contributions on religious education. The selections and annotations have been made by the organizations and individuals listed below:

(*1*) Preparation of the section listing articles and books of a general, nonsectarian viewpoint: The Religious Education Association, Mr. J. M. Artman, secretary, Miss Julia Waxman, office secretary.

(*2*) Preparation of the section listing articles and books giving the Catholic viewpoint: The National Catholic Welfare Conference, Dr. George Johnson, director, Miss Agnes Collins, librarian.

(*3*) Preparation of the section listing articles and books giving the Jewish viewpoint: The Jewish Welfare Board, Dr. Mordecai Soltes, director, Jewish extension education.

(*4*) Preparation of the section listing articles and books giving the Protestant viewpoint: The International Council of Religious Education, Mr. Otto Mayer, research associate; The Religious Education Association, Mr. J. M. Artman, secretary.

The work of editing the lists and preparing the index has been done by Miss Martha R. McCabe, assistant librarian of the Office of Education.

No division of periodical sources to be examined was made by the cooperating editors. Entries have been included from the following periodicals:

Adult education
American Hebrew
Catholic Educational Review
Catholic World
Christian Century
Christian Education
Educational Research Bulletin, The Catholic University of America
Educational Review (China)
International Journal of Religious Education
Jewish Center
Jewish Chronicle
Jewish Education
Jewish Forum
Journal of Religion
Journal of Religious Instruction
Literary Digest
Missionary Review
New York State Education
Parent-Educator
Parent's Magazine
Publishers' Weekly
Religious Education
School and Society
Theatre Arts Magazine

It is intended that a bibliography of religious education shall be issued annually hereafter by the Office of Education. Work is under way for the second number. Suggestions for improvement of the plan will be welcomed.

Bess Goodykoontz,
Assistant Commissioner of Education.

NONSECTARIAN RELIGIOUS EDUCATION

I. GENERAL REFERENCES

Nature and Purposes of Religious Education

1. Beiler, O. R. Some implications of our teaching aims. *Christian education*, 14:632–41, February 1931.
   Bibliography.

2. Carpenter, J. H. Defining the tasks of religious education. *Religious education*, 26:560–63, September 1931.
   A class for teachers in the vocational church schools attempts to clarify the real purpose and aim of religious education.

3. Curry, A. B. Teaching the Bible for life values. *Christian education*, 14: 642, February 1931.

4. Duvall, Sylvanus M. Religion in higher education. *Religious education*, 26:13–17, January 1931.
   The author expresses his belief that the whole college should become primarily concerned with the promotion of spiritual values in life and suggests some characteristics of the religious college, its objectives and its task.

5. Fiske, George Walter. Can we educate without religion? *In* Ohio State educational conference. Proceedings of the tenth annual session, 1931. p. 479–80. *Columbus, Ohio State university*, 1931.

6. Harper, W. A. Findings on religious education. *Christian education*, 14:772, May 1931.

7. Johnson, Paul E. Teaching religion. *Religious education*, 26:341–45, April 1931.
   In order that it may not have to surrender to other interests, one must teach a living religion, a religion that creates.

8. Kagawa, Toyohiko. Individual aspect of religious education. *Educational review* (China), 23:160–68, April 1931.

9. ———. Social side of religious education. *Educational review* (China), 23:169–75, April 1931.

10. Lumb, J. R. The learning parish. *New York city, The Macmillan company*, 1931. 32 p. (Teaching church papers, no. 11)

11. Meland, Bernard E. The worship mood. *Religious education*, 26:661–65, October 1931.
    Viewing life from the background. Such a mood corrects and enriches our lives.

12. Nystrom, Gertrude Hill. The function of the home. *Religious education*, 26:540–43, September 1931.
    The important function of the home is to create a family and to begin the process of socialization for its members. Its contribution, for the most part, has a continuous influence throughout life.

13. Ross, J. Elliott. Religious worship in the life of the Catholic child. *Religious education*, 26:714–18, November 1931.
    Describes the training of the Catholic child, beginning with the home training in religion, later on the doctrinal training, attendance at Mass, liturgical worship, etc.

14. Shidlovsky, Sophie. A Russian orthodox experiment. *Religious education*, 26:156–59, February 1931.
    On Thursday and Sunday the Russians of Paris come together in an atmosphere of freedom of expression in their work. The value of this work lies in what the author terms "the spirit of corporateness."

15. Stamm, F. K. Can religion be taught? *Parents' magazine*, 6:16, December 1931.

16. Stauffacher, A. D. The significance of the religious education movement for the pastor. *Religious education*, 26:637–43, October 1931.
    Since the modern pastor is the creator of world unity and peace, he will find this movement of great value as a scientific approach to realizing the potential powers of religion in the lives of growing persons.

17. Towner, Milton C. Religion in higher education. *Chicago, Ill., University of Chicago press*, 1931. 314 p.

18. Wolsey, L. *and others*. Churches and the gospel of education. *Adult education*, 3:401, October 1931.

Religious Education and Public Affairs

19. Blakeman, E. W. Education for renewal. *Religious education*, 26:44–52, January 1931.

An article setting forth the types of American centers of learning, the renewal of values going on, and a suggested solution of difficulties.

20. Crime prevention through moral and religious education. *Missionary review*, 54:109–12, February 1931.

Pronouncements by the Church league, an interchurch and international organization with headquarters in New York city, dealing with subjects: cost of crime; Lack of religious training; Support to Sunday schools, etc.; and the Working program of the Commission on crime prevention. The figures are thought-provoking.

21. Edgerton, John E. Industry needs education. *Religious education*, 26:405–12, May–June 1931.

Suggests that there is no essential antagonism between the capitalistic system and the highest religious ideals and that the problem is not only of finding the methods of more nearly stabilizing production and consumption but of cultivating among men in all groups a keener sense of moral obligations.

22. Holt, A. E. Rebuilding the City of God. *Religious education*, 26:443–46, May–June 1931.

A rational social order in America which would adopt Gandhi's program of nonviolence would become in reality the City of God.

23. Mims, E. Modern education and religion. *Christian education*, 14:703, April 1931.

24. Owl, W. David. Remaking the American Indian. *Religious education*, 26:115–18, February 1931.

The American Indian is making a slow but steady movement toward the day when he will be fitted to take his place as a contributor to the nations and to the world.

25. Stock, Harry Thomas. A decade of young people's work. *Religious education*, 26:521–29, September 1931.

Shows the need of an indigenous program which would deal efficiently with the serious problems of a "troubled social order."

Interdenominational Understanding and Cooperation

26. Atkinson, Henry A. Can religion stop war? *Missionary review*, 54:37–40, January 1931.

The writer, who is secretary of the World conference for international peace through religion, states that 11 great religious systems—Christian, Jewish, Moslem, Buddhist, Confucianist, Shintoist, Taoist, Hindu, Zoroastrian, Sikh, and Jain—are organizing themselves for a joint endeavor to establish world peace and outlaw war. The conference for this purpose will be held in 1932.

27. Bull, George D. What we can do about religious discrimination. *Religious education*, 26:299, April 1931.

A Catholic explains some Catholic ideas and positions to a seminar of Jews, Catholics, and protestants and expresses his views on interreligious living.

28. Clinchy, Everett Ross. Seminars of Christians and Jews. *Religious education*, 26:310–13, April 1931.

Dealing with the values emerging from interreligious experience when Protestants, Catholics, and Jews meet around tables, seminar fashion, and acquaint themselves with the ideals of one another, share interests, and participate in common tasks.

29. Drawbridge, Cyprian Leycester. Common objections to Christianity. *New York city, Samuel R. Leland*, 1931. 278 p.

Published with a survey of the leaders and literature in the conflict between Christianity and its opponents by Edwin Lewis.

30. Fleming, Daniel J. Developing a world-wide interest in religious education. *Religious education*, 26:153–55, February 1931.

The Council at Jerusalem draws the attention of the Christian world to religious education.

31. Lampe, M. Willard. Spiritual values emerging from a cooperative school of religion. *Religious education*, 26:314–16, April 1931.

Using the State university of Iowa as an example, the author illustrates how the various religions have been able to associate in educational enterprises without their religious convictions being compromised.

32. Markowitz, S. H. Gentile–Jewish relationship in a small city. *Religious education*, 26:323–27, April 1931.

The feeling of hostility between Gentiles and Jews predominates to a great extent in a small town. A solution of this problem will come only when both realize the significance of the words of the prophet, "Have we not all one Father; hath not one God created us all?"

33. Ryland, Edwin P. Examples of emerging spiritual values in religious cooperation. *Religious education*, 26:317–19, April 1931.

There is a growing disposition to measure one's own motives and spirit in religion, and a more tolerant and appreciative attitude towards the religion of one's fellow men.

34. Simon, Abram. The extent of discrimination and what we can do about it. *Religious education*, 26:306–9, March 1931.

An appeal for better understanding, mutual respect, and good will between Jews and Gentiles.

35. Young, William L. Interreligious university work. *Religious education*, 26:320–22, April 1931.

There must be a single agency which represents all religions before the church can maintain the respect of the college mind.

Publication of Religious Books

36. ELLIOTT, R. H. Religious materials in popular magazines. *International journal of religious education*, 7:28–29, April 1931.

A study of the extent to which religious matters are referred to in popular magazines, to discover whether religious materials are read. It gives the results of the study and the number of persons reading religious materials.

37. JUNG, LEO, *ed.* The Jewish library. *New York city, Bloch publishing company*, 1930. 308 p.

38. LEIPER, HOMER S. Some trends in religious book buying. *Publishers' weekly*, 119:933–36, Feb. 21, 1931.

"The Religious-book club has found that the greater interest in religious books seems to center in books dealing with the church and present religious problems."

39. Religious book promotion. *Publishers' weekly*, 119:942, February 21, 1931.

An editorial on the article by William L. Savage in the same number of this periodical. See No. 40.

40. SAVAGE, W. L. What about religious books? *Publishers' weekly*, 119: 931–33, February 21, 1931.

"All religious books are not theological books. This is an important and profitable maxim for the bookseller to keep in mind." "Larger sales seldom *just come* to either bookseller or publisher; . . . nine out of every ten of us have to go after them. . . ."

Problems Concerning Religion

41. AUBREY, EDWIN EWART. How the individual gets his religion. *Parents' magazine*, 6:16, March 1931.

42. ——— Religion and the next generation. *New York city, Harper and Brothers*, 1931. 199 p.

As a modern psychologist, the author assists parents in the teaching of basic religious ideals. Deals with: "How the individual gets his religion," "What religion means," and related subjects.

43. BENNETT, CHARLES A. A. The dilemma of religious knowledge; ed. with a preface by W. E. Hocking. *New Haven, Conn., Yale University press*, 1931. 123 p.

A philosophical discussion regarding the supernatural world, and the difficulties of rationalizing it.

44. BLYTON, W. J. The modern adventure. *New York city, The Macmillan company*, 1931. 322 p.

Written for those who are confused regarding the fundamentals of religion from a Roman Catholic point of view. It represents an effort to face the modern situation with the minimum of ecclesiastical dogmatism.

45. BOWER, WILLIAM CLAYTON. Religion and everyday living. *In* Ohio State educational conference. Proceedings of the eleventh annual session. p. 462–70. *Columbus, Ohio State university*, 1931.

46. CARTER, MANFRED A. The integration of psychology and faith. *Religious education*, 26:553–59, September 1931.

Discusses the supposed conflict between religion and the new psychology and concludes that we are not witnessing their struggle but their integration.

47. CHAFFEE, EDMUND B. Unemployment challenges religion. *Religious education*, 26:206–10, March 1931.

Recommends, after setting forth the dire straits in which we are placed by the unemployment situation, a genuine social planning in order that the needs of all the people might be considered and first things put first.

48. EARP, J. ROSSLYN. Christianity and the healthy mind. *Religious education*, 26:666–68, October 1931.

Discusses the challenge of mental hygiene to Christianity and Christianity's challenge to mental hygienists.

49. ENELOW, HYMAN G. A Jewish view of Jesus. 2d ed. *New York city, Bloch publishing company*, 1931. 181 p.

50. GOLDMAN, SOLOMON. Can religion change? *Religious education*, 26:328–32, April 1931.

Rabbi Goldman states that the existence of a religion is dependent upon human society. Thus, religion is subject to change along with the change in behavior patterns of human society.

51. HALL, CAMERON PARKER. The church and organized labor. *Religious education*, 26:211–14, March 1931.

Portrays the significance of the new relationship between the church and the people in the workingman's neighborhood.

52. HORNE, HERMAN HARRELL. This new education. *New York city, Abingdon press*, 1931. 280 p.

This book gives the layman an appreciation of what certain educators are thinking. The author contends that education, morality, and religion are closely related through the bond of "personal idealism."

53. MCAFEE, J. E. The church's responsibility for unemployment. *Religious education*, 26:220–23, March 1931.

The church is responsible for unemployment only in that it should assume every human problem.

54. MOREHOUSE, D. W. The contributions of astronomy to the development of religion. *Religious education*, 26:160–62, February 1931.

The important contribution of modern astronomy to religion is a growing concept of God in an infinite universe.

55. SPEICHER, EARL E. Religious living. *Religious education*, 26:710–13, November 1931.

Living helpfully and intensely on earth with the realization that the created values of life carry on to infinity.

56. TUTTLE, HAROLD SAXE. Back of the argument. *Religious education*, 26:845–50, December 1931.

No matter which stand one takes in a religious controversy, he should have an ideal which leads him to "high resolve and noble deeds."

57. WEBBER, CHARLES C. Are we caught? *Religious education*, 26: 215–19, March 1931.

Economic conditions interfere with the minister's desire to practice the social gospel.

58. WEIMAN, HENRY N. How I got my religion. *Religious education*, 26: 841–44, December 1931.

The author tells us that he obtained his religion through conversation and influence not ecclesiastical in nature.

II. ADMINISTRATION OF RELIGIOUS EDUCATION PROGRAMS

59. BARTLETT, EDWARD RANDOLPH. Week-day school of religion. *In* Ohio State educational conference. Proceedings of the eleventh annual session. p. 457–460. *Columbus, Ohio State university*, 1931.

60. COURTER, C. V. Administration of schools of week-day religious education in cities of more than 100,000. *In* National education association. Department of superintendence. Official report, 1931. p. 232–233.

61. DENNISON, HENRY H. Does character education require the church? *Religious education*, 26:703–9, November 1931.

The writer gives his reasons for believing that character education does require the church and that both school and church must cooperate in a task that needs the resources of both.

62. EARLY, *Mrs.* V. G. Religious education in Home-mission mountain schools. *Missionary review*, 54:187, March 1931.

63. GRATIOT, S. L. Lakeview council week-day church schools. An experiment in religious education on released time. *In* Chicago principals' club. Yearbook, 1931. p. 152–154.

64. KELLEY, R. B. Week-day religious education. *New York State education*, 18:575, February 1931.

65. KELLY, ROBERT L. *and* ANDERSON, RUTH E., *eds.* Christian education. Handbook for 1931. *New York city, Council of Church Boards of Education in the United States*, 1931. 590 p.

Leach, Raymond H. was contributing editor.
This handbook contains a large amount of information concerning the church boards of education, their constitutions, officers, staff, etc., a list of schools of religion and foundations at institutions of higher learning, lists of religious workers with students and teachers of the Bible, standards of accrediting agencies, statistics of colleges and universities, theological schools, educational foundations, associations, etc.

66. LAMPE, M. WILLARD. What is a complete religious program at a university? *Christian education*, 14:613, February 1931.

67. LIBERMAN, JOSHUA. Creative camping. *New York city, Association press*, 1931. 245 p.

In this book, leaders of young people will find a detailed description of a boys' and girls' camp during its experimental period. The author adopts a critical attitude toward the project and reveals the inner working of the camp in a very helpful way.

68. MITCHELL, ULYSS S. *and* MITCHELL, *Mrs.* ULYSS S. Religious education in a hospital. *Religious education*, 26: 828–34, December 1931.

The planting of a Christian philosophy in the minds of patients brightens their whole concept of life and facilitates the ministering to their physical needs.

69. The rub in teaching religion in the schools. *Literary digest*, 110:22, August 1, 1931.

Dr. Luther A. Weigle, dean of the Yale divinity school, in an address at the University of Virginia's Institute of public affairs, states that the danger [of the tacit denial of religion] "is greater today than ever before because the schools 'are taking on the dimensions of life itself,' and providing for the education of children in practically every other human interest."

70. SCHOEDINGER, HELEN M. Status of the week-day church school. *In* Ohio State educational conference. Proceedings of the eleventh annual session. p. 460–462. *Columbus, Ohio State university*, 1931.

71. A "school of the prophets" in New Zealand. *Missionary review*, 54:513, July 1931.

A description of the New Zealand Bible training institute at Auckland, its purpose and objectives, courses of study, etc. The institute is coeducational and the faculty is composed of trained Christian leaders. An extension department offers an opportunity to teach and preach outside of the classroom.

72. Schools of religion and foundations. *Christian education*, 14:302–7, January 1931.

A list of schools of religion and religious foundations in schools, arranged by State, and alphabetically under the State, with name of director of the school.

73. SHELTON, F. M. Administration of schools of week-day religious education for cities of less than 100,000—abstract. *In* National education association, Department of superintendence. Official report, 1931. p. 233. *Washington, D. C., The Department*, 1931.

74. STOWELL, *Rev.* JAY S. Religious training for rural youth. *Missionary review*, 54:349, May 1931.

Tells of the work of a number of trained young women who are working in rural areas, with students who are in rural public schools but who have had no training in Sunday schools nor in churches. The activities in Wyoming are especially described.

75. WOODROOFE, ROBERT W. Week-day religious instruction from the point of view of the church—abstract. *In* National education association, Department of superintendence. Official report, 1931. p. 234. *Washington, D. C., The Department*, 1931.

76. YAPLE, GEORGE S. Five years of religious education in high school. *International journal of religious education*, 8:31–32, December 1931.

A report of the results of five years of religious education in the Highland Park, Michigan, high school. These courses were offered as electives in the department of history. A description of the courses, the type of teachers, the problems and difficulties that arose, the methods used, the projects carried on, together with the results are given.

III. CURRICULUM MATERIALS AND METHODS

77. ARCHER, JOHN CLARK. Youth in a believing world. Studies in living religions. *Philadelphia, Pa., Westminster Press*, 1931. 176 p.

Westminster departmental graded materials, accompanied by a manual for leaders, published under the direction of the Presbyterian board of Christian education, Board of publication, of the Westminster press.

78. BARR, W. F. Visual education equipment. *International journal of religious education*, 7:22, May 1931.

Gives reasons why the church should adopt visual education methods and offers specific guidance in selecting a good projector.

79. Bible study for New York school pupils. *Literary digest*, 110:26, July 4, 1931.

The world's greatest textbook is now to be opened for the instruction of high-school pupils in New York city. "High-school students will receive regents' credits in Bible study, the instruction to be given outside of school by teachers paid by churches of the various faiths, just as credit is given for work in other special courses given outside of school, such as music and art."

80. BOUWHUIS, *Rev.* ANDREW. A method of teaching religion in college. *Journal of religious instruction*, 2:66–70, September 1931.

Designed for a group of 35 or 40 students. Discusses aims and general procedure.

81. BOWEN, F. J. Revival of Christian drama. *Catholic world*, 132:599, February 1931.

82. BROUNE, E. M. The church as theater. *Theater arts magazine*, 15: 850, October 1931.

83. COLEMAN, EDWARD D. The Bible in English drama. *New York city, New York Public Library*, 1931. 212 p.

Gives an annotated list of plays including translations from other languages.

84. EDLAND, ELIZABETH. Drama in the local church. *International journal of religious education*, 7:23–24, May 1931.

The author makes a plea for the presentation of Biblical and religious drama in the program of the church. Practical suggestions are given for amateur dramatics including staging, lighting, costuming, dramatic rehearsals, organization, and promotion of dramatics.

85. ELLIOTT, R. H. Can popular magazines be used for religious education? *International journal of religious education*, 7:25, May 1931.

86. FITZPATRICK, EDWARD A., *ed.* Curriculum in religion. *Milwaukee, Wis., Bruce publishing company*, 1931, 157 p.

87. HAINES, ELWOOD L. Children's service book. *New York city, The Century company*, 1931. 294 p.

88. HARRINGTON, KARL POMEROY. Education in church music. *New York city, The Century company*, 1931. 158 p.

89. LITTELL, JOHN S. 500 questions and answers in religion. *Milwaukee, Wis., Morehouse publishing company*, 1931. 84 p.

90. MERRIAM, THORNTON W. Needed studies in education in religion at the college level. *Religious education*, 26:32–37, January 1931.

Studies which tend towards the development and character growth and intellectual stimulation are becoming most prevalent in the field of religious education to-day.

91. MORTON, R. B. The place of music in religious education. *Religious education*, 26:835–40, December 1931.

The importance of music lies in stimulating the proper psychological effect. The education of the church musicians and ministers should be closely interwoven.

92. MURPHY, ALBERT JOHN. Education for world-mindedness. *New York city, Abingdon press*, 1931. 366 p. (Abingdon religious education texts: college series)

93. Religious education through broadcasting. *Religious education*, 26:695, November 1931.

Broadcasting of services is tending to strengthen and sustain religious citizenship.

94. RINDEN, A. O. Visual aids in religious education. *Educational review* (China), 23:190, April 1931.

IV. STUDENTS' PROBLEMS

95. BOORMAN, W. RYLAND. Personality in its teens. *New York city, The Macmillan company*, 1931. 268 p.

This research project attempts to study the letters of high-school boys in order to get at the viewpoint of the boy himself on such experiences as relate to his home, religion, sex, athletics, or vocational outlook. It is written for church workers, parents, and high-school teachers.

96. CONDÉ, BERTHA. What's life all about? A key for those who ask the question. *New York city, Charles Scribner's sons*, 1931. 271 p.

These are a group of stimulating talks to young people in an effort to help them discover the contributions of science and their relation to the teachings of Jesus.

97. EMME, EARLE E. The dynamic nature of college-student idealism. *Religious education*, 26:38–43, January 1931.

An analysis of 1,000 student situations reveals an urge or tendency on the part of the student to better things or higher idealism.

98. HAYDON, A. EUSTACE. Child's emotional life and religion. *In* Chicago association for child study and parent education. Child's emotions. p. 266–279. Proceedings of the midwest conference on character development. *Chicago, University of Chicago press*, 1930.

99. JONES, PAUL. The good life at Antioch. *Religious education*, 26: 18–20, January 1931.

Antioch students, generally skeptical in regard to organized religion, rank high in the fundamentals of the good life.

100. MOWBRAY, EDNA W. Pioneer plan: adventures in Christian living for junior or intermediate age. *New York, Philadelphia* [*etc.*] *American Baptist Society*, 1931. 6 v.

Contains: Comradeship guidebook; Discipleship guidebook; Friendship guidebook; Officers' guidebook; Partnership guidebook; Pilot's guidebook.

101. NATIONAL STUDENT-FACULTY CONFERENCE ON RELIGION AND EDUCATION, DETROIT. Education adequate for modern times, discussions and proposals. *New York city, Association press*, 1931. 276 p.

Published for the Council of Christian Associations.

102. NELSON, T. H. Points of view and practices in personnel and counseling in Young men's Christian association schools. *Religious education*, 26:563–68, September 1931.

Educators are concentrating on the individual as a whole. Personnel work is gradually becoming synonomous to education in what it aims to accomplish.

103. SHAW, CLIFFORD R. What the delinquent boy's own story reveals. *Religious education*, 26:163–69, February 1931.

Reveals his conception of his rôle in relation to that of others, and presents his own interpretation of the situation in which he lives.

V. PROBLEMS OF LEADERSHIP

104. BURNS, *Rev.* LEO D. Problems in the teaching of religion to modern youth. *Journal of religious instruction*, 1:76–85, February 1931.

Discusses four important problems which "can be overcome if we develop the proper teacher."

105. EASTON, WILLIAM O. Confused leadership in a changing age. *Religious education*, 26:333–40, April 1931.

A report of a conference of leaders in the fields of secular education, religious education, community and social work, business and professional life—Catholics, Jews, Protestants, Ethical culturists, New thought adherents, Humanists, etc.

106. LAVERS, M. E.; NEWTON, M. W.; *and* ESTEY, A. J., *comps.* Story of the Protestant teachers' association of New York city. *New York city, Fleming H. Revell and company*, 1931. 80 p.

107. Religious workers with students in institutions of higher learning. *Christian education*, 14:308–71, January 1931.

This is a tabular presentation of religious workers by State, the name of the institution in the State, with the name of the Christian worker so engaged. In addition, the denomination of the institution is given.

108. RICKSECKER, C. W. The public-school teacher in religious education. *International journal of religious education*, 7:6, March 1931.

How the public-school teacher may contribute to the success of the church school and thereby make desirable contacts with the homes of the community.

109. TAYLOR, WILLIAM S. The teacher of our age. *Religious education*, 26:730–34, November 1931.

The modern teacher must have personality, ability to teach, and ability to adapt himself to the community in which he is stationed.

110. Teachers of Bible, religion and religious education. *Christian education*, 14:372, January 1931.

111. VAN SICKLE, A. A. What does a religious work director in a Government Indian school do? *Missionary review*, 54:615, August 1931.

The work at Haskell institute, Lawrence, Kans., is described, with particular reference to the week-day school of religious education. About 1,035 students of both sexes attend, 320 Catholics and approximately 700 Protestants. The courses are described, credit given, examinations, and various activities involved.

CATHOLIC RELIGIOUS EDUCATION

I. RELIGION AND RELIGIOUS EDUCATION

112. HORAN, ELLAMAY. Some phases of the psychology of teaching religion. *Journal of religious instruction*, 1:70–75, February 1931.

Outlines three learning characteristics that should be present in all phases of religious instruction.

113. LISCHKA, CHARLES N. Catholicism to-day: the situation and the challenge. *Catholic educational review*, 29:129–45, March 1931.

A profound analysis of the situation that to-day confronts Catholicism in Germany, "an outstanding piece of Catholic social literature." Translation from an article which appeared in the Stimmen der Zeit, December 1930, written by the Rev. Erich Przywara, S. J.

114. MCGOWAN, *Rev.* R. A. Reconstructing the social order. *Journal of religious instruction*, 2:367–77, December 1931.

The reordering of economic life as proposed by the Encyclical of Pius XI, and the effect of this proposal on Catholic college courses in religion.

115. MERTENS, *Sister* ARNOLDINA. A study of the concept of obedience of children. Grades I to IX, inclusive. Doctoral dissertation. *Chicago, Ill., Loyola university*, 1930. Unpublished.

Data, through the use of a personal interview, were obtained from three sources: Mothers, children, and teachers.

116. SCHABERT, *Rev.* JOSEPH A. The agencies of character training. *Journal of religious instruction*, 2:19–25, September 1931.

Discusses four agencies and the function of each.

117. ——— The elements of character. *Journal of religious instruction*, 1:414–26, June 1931.

"What psychologists and educators understand by character."

118. ——— History of the character training movement in the United States. *Journal of religious instruction*, 1:321–28, May 1931.

The first of a series of articles by this author.

II. ADMINISTRATION OF RELIGIOUS AND CHARACTER EDUCATION

119. BIGGANS, JOHN R. Religious influences in a Catholic college education. *Journal of religious instruction*, 2:267–72, November 1931.

Points out a few of the more common religious influences that may be exerted to promote a deeper spirituality among the student body.

120. JOHNSON, *Rev.* GEORGE. The preparation of teachers of religion. *Journal of religious instruction*, 1: 64–69, February 1931.

"The soundest method of approach for the solution of the problem which the teaching of religion presents is thorough teacher preparation."

121. MAGDALENE, *Sister*. The teaching of religion and morality in Catholic schools of nursing education. *Springfield, Ill., St. John's School of nursing education*, 1930.

This study is the only objective investigation that has been made of these problems.

122. MICHEL, *Rev.* MATTHEW ARTHUR. Some practical aspects of moral education in the Catholic high school. Doctor's thesis, 1931. *Catholic university of America, Washington, D. C.* 138 p. ms.

123. SCHMIDT, *Rev.* AUSTIN G. Report on school procedures and activities found or believed to have a connection with character development. *Journal of religious instruction*, 1:427–38, June 1931.

A report submitted to a Committee on character measurement appointed by Superintendent William A. Bogan of the Chicago public schools.

III. CURRICULUM MATERIALS AND METHODS

124. ANGELA ROSE, *Sister*. Reaction to the new course of study in high-school religion. *Journal of religious instruction*, 1:347–53, May 1931.

A report on the reaction towards the textbooks recommended in course discussed in preceding paper.

125. CAMPION, *Rev.* RAYMOND J. Preparing for Catholic action. An outline of topics for a year of high-school study. *Journal of religious instruction*, 2:254–57, November 1931.

Catholic action and the home, citizenship, leisure, life work, etc.

126. CAMPION, *Rev.* RAYMOND J. Training for Catholic action. *Journal of religious instruction*, 2:339–66, December 1931.

Discusses the three-fold preparation necessary for training in Catholic action.

127. ——— *and* HORAN, ELLAMAY. My character book. *New York, N. Y., William H. Sadlier*, 1930. 223 p. (Catholic action series)

A laboratory manual for the high-school student prepared for use in any high-school course in religion.

128. CLARE EUGENIA, *Sister*. A high-school religion course. *Journal of religious instruction*, 1:342–46, May 1931.

A course of study which, after two years' trial, is to be revised in the light of teachers' criticisms and suggestions.

129. CONFREY, BURTON. Spiritual reading for college students. *Journal of religious instruction*, 1:223–33, April 1931.

Recommends readings which have proved helpful to college students.

130. GLENN, *Rev.* PAUL J. Apologetics; a class manual in the philosophy of the Catholic religion. *St. Louis, Mo., B. Herder book company*, 1931. 303 p.

A textbook for college classes.

131. HERZOG, *Rev.* CHARLES J. Channels of redemption. *New York, N. Y., Benziger brothers*, 1931. 246 p.

This is the fourth and final volume in a series intended for use as a textbook in a Catholic college course in religion.

132. HORAN, ELLAMAY. The high-school period of religion; a period of study. *Journal of religious instruction*, 1:126–36, March 1931.

Outlines the essential factors in directing the study of pupils in religious classes.

133. JOHNSON, *Rev.* GEORGE; HANNAN, *Rev.* JEROME D.; *and* MARY DOMINICA, *Sister*. Bible history. A text for grades V and VI. *New York, N. Y., Benziger brothers*, 1931. 576 p.

A comprehensive text, the work of those who know the field of education through actual teaching experience; numerous illustrations and maps given.

134. LORD, *Rev.* DANIEL A. The brief case for the existence of God. *St. Louis, Mo., Queen's work press*, 1930.

Organized around 12 discussion topics for each of which a carefully developed outline is given.

135. MCMAHON, *Rev.* JOHN T. A suggested liturgical program for the schools. *Catholic educational review*, 29:449–57, 513–26, October–November, 1931.

The Liturgy *vs.* the Catechism as a method of teaching religion.

136. MARY EUGENIA, *Sister*. An empirical study of children's interests in spiritual reading. *Washington, D. C., The Catholic university of America*, 1930. 70 p. (Educational research bulletin)

Eight hundred and seventy-eight children were included in this investigation, 14 schools participating in the work. A form was used for recording each child's reactions in regard to the spiritual content of each book read.

137. MARY VERA, *Sister*. Course of study [in] religion, first grade. *Cleveland, Ohio, The Catholic diocesan school board*, 1931. 110 p.

Gives a list of objectives for each month and detailed material for the teacher to use in presenting content to the class and helping the little ones to make it their own.

138. QUINN, *Sister* MARY ANTONINA. Religious instruction in the Catholic high school. *Washington, D. C., The Catholic university of America*, 1930. 147 p.

Data confined to a study of content and method from the viewpoint of the pupil, obtained by means of four questionnaires; in the more detailed study, more than 4,000 high-school pupils contributed data.

139. RUSSELL, *Rev.* WILLIAM H. The use of biographies in high school. *Journal of religious instruction*, 1:261–75, April 1931.

Lists recommended biographies to meet particular needs of students.

140. SCHABERT, *Rev.* JOSEPH A. Conduct codes. *Journal of religious instruction*, 2:122–26, October 1931.

"Character training begins with a code of conduct."

141. ———. The methods of character training. *Journal of religious instruction*, 2:223–27, November 1931.

Discusses the relative values of three methods.

142. SHEEHY, *Rev.* MAURICE. An advanced religion course: content and methods. *Journal of religious instruction*, 1:22–31, February 1931.

Discusses the establishment of a Department of religion at the Catholic university of America with standing equivalent to that of other departments.

143. WALSH, JAMES J. Sex instruction. *New York, N. Y., Joseph F. Wagner, inc.*, 1931. 219 p.

Prepared for the use of parents and educators.

144. WOLFE, *Rev.* JOHN M. The place of the sacred Scriptures in the process of Catholic education. *Journal of religious instruction*, 2:131–42, October 1931.

Discusses the need of a graded course in religion "which integrates all the elements in a congruous course in religion," in which the sacred Scriptures naturally form an essential part.

IV. TRAINING IN THE HOME

145. BYRNES, *Rev.* JAMES A. The Parent-teacher's association as an aid to the parent-educator. *In Parent-educator*, vol. 1, no. 1. 1931. p. 61–69. Paterson, N. J., St. Anthony's guild, 1931.

A paper on the problems of parents as educators of their children.
Gives brief outline with suggested readings for Parent-educator study clubs.

146. COUGHLAN, *Mrs.* T. M. Home religious training of the school child. *In Parent-educator*, vol. 1, no. 1. 1931. p. 17–24. Paterson, N. J., St. Anthony's guild, 1931.

A paper on the problems of parents as educators of their children.
Gives brief outline with suggested readings for Parent-educator study clubs.

147. FURFEY, *Rev.* PAUL HANLY. The parent and the child of grammar-school age. *In Parent-educator*, vol. 1, no. 1, 1931. p. 36–44. Paterson, N. J., St. Anthony's guild, 1931.

A paper on the problems of parents as educators of their children.
Gives brief outline with suggested readings for Parent-educator study clubs.

148. HORAN, ELLAMAY. The home and religious training. *Journal of religious instruction*, 2:282–91, November 1931.

Discusses applying ideals to home life.

149. ———. Understanding and directing the adolescent. *In Parent-educator*, vol. 1, no. 1, 1931. p. 45–53. Paterson, N. J., St. Anthony's guild, 1931.

A paper on the problems of parents as educators of their children.
Gives brief outline with suggested readings for Parent-educator study clubs.

150. LA FARGE, *Rev.* JOHN. Education for parenthood. *In Parent-educator*, vol. 1, no. 1, 1931. p. 54–60. Paterson, N. J., St. Anthony's guild, 1931.

A paper on the problems of parents as educators of their children.

151. SCHMIEDELER, *Rev.* EDGAR. The training of the preschool child. *In Parent-educator*, vol. 1, no. 1, 1931. p. 25–35. Paterson, N. J., St. Anthony's guild, 1931.

One of a series of papers by different writers on The problems of parents as educators of their children. Gives brief outline with suggested readings for Parent-educator study clubs.

JEWISH RELIGIOUS EDUCATION

I. GENERAL REFERENCES

History and Progress

152. BRICKNER, BARNETT R. The modern God idea. *Religious education*, 26:851–57, December 1931.

As a liberal rabbi the writer addresses himself "to religious liberals for whom the popular God idea, as expressed in traditional theism, has become unsatisfactory." He urges that the God conception be brought into consonance with modern thought; that it be made vital and meaningful in the life of the child, so that it will not clash with its advancing thought in later years. The writer outlines in detail what God means to him, and presents five pedagogic implications of his concept as applied to the teaching in religious schools.

153. DAVID, NATHANIEL. Ten years in the cause of Jewish education. *American Hebrew*, 130:51, 68, November 27, 1931.

A review of the progress made in the solution of the problem of Jewish education in New York, on the occasion of the tenth anniversary of the Jewish education association of that city.

154. DUSHKIN, ALEXANDER M. The profession of Jewish education and its relation to the Rabbinate. *In Central Conference of American Rabbis.* Yearbook, 1931. p. 400–431.

Reviews the evolution of the historical function of the rabbi in Jewish life, and makes a plea for closer cooperation, in the light of contemporary conditions, between the rabbinate and the professional Jewish educators, indicating specific points of contact between the synagogues—orthodox, reform, and conservative—and the central communal bureaus of Jewish education.

155. GOLDBERG, ISRAEL *and* BENDERLY, SAMSON. Outline of Jewish knowledge. Volume 3. *New York city, Bureau of Jewish education*, 1931. 800 p.

A history of the Jewish people and an anthology of Jewish literature from the earliest times, including an account of the history and civilization of the nations with whom Jews have come into contact. This volume deals with the second commonwealth, i. e., from the Babylonian captivity to the fall of the second temple.

156. ISRAEL, EDWARD L. The philosophy of Judaism in its relation to industry. *Religious education*, 36:5–6, May–June 1931.

A statement of the teachings of Judaism regarding freedom and the interrelation of religion and economic life, as reflected in the Bible, the Talmud, and the writings of mediæval Jewish philosophers. The article concludes with an exposition of the social justice program adopted by the Central conference of American rabbis.

157. LAPSON, JUDAH. Proceedings of the sixth annual conference of the National council for Jewish education. *Jewish education*, 3:185–91, October–December 1931.

A complete account of the sessions of the Pittsburgh convention of the National council for Jewish education, with a summary of some of the addresses delivered.

158. LONDOW, EZEKIEL, J. A changing world—what shall guide our course. *Jewish center*, 9:6–17, June 1931.

Presidential address delivered on the occasion of the thirteenth annual conference of the National association of Jewish center executives at Lake George, New York. The speaker analyzes the underlying philosophy of the Jewish community center movement, and its relation to the general and specifically Jewish environments.

159. PHILIPSON, DAVID. The reform movement in Judaism. rev. ed. *New York, N. Y., The Macmillan company*, 1931. 503 p.

A study of the origin and progress of the liberal movement in Judaism in the United States and other countries.

160. ROSEN, BAN. The effect of economic depression upon Jewish educational institutions. *Jewish education*, 3:4–9, January–March 1931.

A summary of information gathered from 13 Jewish communities to determine in what way the present emergency has affected the budget and the activities of the educational work in the community; what measures bureaus of education or other central educational organizations have taken to cope with the present emergency; what are to be the guiding principles for the community leaders, on the basis of which adjustments in financial policy, program of activities and personnel are to be made, if necessary. The report concludes with a plea to the federations of Jewish charities which have assumed communal responsibility for Jewish education not to make too drastic cuts that would tend to demoralize and cripple the educational work.

161. SOLTES, MORDECAI. Educational contributions by members of the National council for Jewish education, for the year 1930–31. *Jewish education*, 3:192–96, 200, October–December 1931.

A summary of the educational literature produced, including textbooks, bulletins, and pamphlets, and contributions made by the leading Jewish educators in the United States associated with the National council for Jewish education; also the new projects, studies, surveys, and experiments inaugurated or consummated by the national organizations and bureaus in various communities, with which the members are associated. The writer interprets the report of the achievements along creative lines as further evidence of the shifting of emphasis in Jewish education in this country to the problem of content and the elevation of qualitative standards, in consonance with progressive educational theory and practice.

162. STRACK, HERMAN L. Introduction to the Talmud and Midrash. *Philadelphia, Pa., Jewish publication society of America*, 1931. 374 p.

Translated from the German. An objective and scientific analysis and appraisal of the Talmud—its origin, compass, contents, etc.

Religious Understanding and Cooperation

163. CLAUSEN, BERNARD C. "The town where hate must die." *American Hebrew*, 129:40, 61, June 5, 1931.

An appraisal of a good-will conference held in Syracuse, N. Y., including excerpts from the addresses delivered by the representatives of the various religious groups at the seminar.

164. CLINCHY, EVERETT ROSS. Seminars of Christians and Jews. *Religious education*, 26:310–13, April 1931.

An analysis of the values which result from inter-religious experience when representatives of the various religious groups "meet around tables, seminar fashion, as community groups do in the program of the National conference of Jews and Christians"; such values as, the sharing of ideals, interests, and common civic and social tasks.

165. FRIEDMAN, BENJAMIN. Syracuse takes to better understanding. *American Hebrew*, 128:645, May 1, 1931.

A descriptive account of a good-will conference of Jews, Catholics, and Protestants held in Syracuse, N. Y., to decide upon a plan of cooperative communal action. The writer also criticizes the method of conducting the sessions and urges the development of a better technique.

166. HANNA, EDWARD J. A harbinger of better relations. *American Hebrew*, 130:47, November 27, 1931.

An evaluation of the "better understanding" movement by the recipient of the 1931 award bestowed by the Permanent commission on better understanding between Christian and Jew in America.

167. LANDMAN, ISAAC. Are you better-understanding-minded? *American Hebrew*, 129:319–21, 359, 366, September 11, 1931.

A summary statement of the cooperation extended by seven governors of States in setting aside simultaneously Good-will Day; and of 20 university and civic seminars conducted in the interest of better understanding.

168. SACHAR, ABRAHAM L. A "happily disturbing" seminar. *American Hebrew*, 128:355, 362, February 13, 1931.

An account and evaluation of a good-will seminar on the community relations of Catholics, Protestants, and Jews, held at the University of Illinois.

169. SIMON, ABRAHAM. The extent of discrimination and what we can do about it. *Religious education*, 26:306–9, April 1931.

A paper given at a seminar of Jews, Catholics, and Protestants, conducted under the auspices of the Religious education association and the National conference of Jews and Christians. The writer enumerates various current manifestations of anti-Jewish discrimination, and suggests specific methods of counteracting them.

II. ADMINISTRATION OF RELIGIOUS EDUCATION PROGRAMS

170. BRICKNER, BARNETT R. Communal responsibility of the synagogue to the Jewish school. *Jewish education*, 3:142–51, October–December 1931.

The writer urges the need for a restatement of the synagogue's functions and the extension of the scope of its activities, to include a week-day system of religious instruction and other Jewish communal interests, so that the synagogue of the future may become a center of education, culture, and social life.

171. DUSHKIN, ALEXANDER M. The Jewish charities and Jewish education. *Jewish education*, 3:10–19, January–March 1931.

Report read at the annual meeting of the Chicago board of Jewish education. In it the writer endeavors to reply to the following three fundamental questions regarding the relationship between the federations of Jewish charities and the Jewish educational agencies: First, whether it is the proper function of the Jewish charities to support Jewish educational activity; second, whether that which is taught in the schools thus communally supported is in accord with the spirit of American Jewish life; and third, whether the community has the right to divert for religious educational purposes funds intended for the poor.

Also reprinted as a separate pamphlet.

172. EDIDIN, BEN M. Suggestions for the preparation of club program material. *Jewish education*, 3:87–91, April–June 1931.

Report of committee on Jewish extension education of the National council for Jewish education, including criteria for guidance in the preparation of programs for Jewish clubs, and proposal of materials needed immediately.

173. EISENBERG, ISRAEL L. An experience with a parents' association and an adult forum. *Jewish education*, 3:91–95, April–June 1931.

A description and evaluation of an experiment with a parents' association organized in connection with the work of one of the Jewish educational centers of Philadelphia, by the principal under whose direct auspices the experiment was conducted.

174. GAMORAN, EMANUEL. Communal responsibility of synagogue to Jewish education. *Jewish education*, 3:135–41, October–December 1931.

The author discusses the subject from two points of view: First, what share the synagogue, as it is at present constituted, can and should assume in furthering the communal aspects of Jewish education; second, what contribution the synagogue could make to Jewish education if its character were altered in accordance with newer conceptions.

175. GLUCKSMAN, HARRY L. Summary of Jewish community-center activities. *Jewish center*, 9:22–24, March–April 1931.

A detailed statistical account of the status of Jewish-center work, and of the activities carried on by the Jewish welfare board, the parent organization for Young men's Hebrew associations, Young women's Hebrew associations, and Jewish community centers during the years 1929 and 1930. In some cases comparative data is presented for previous years. Among the items included in this report are the number of educational services rendered in planning and executing programs, amount of educational literature distributed, lectures and concerts arranged and new publications issued.

176. GOLUB, JACOB S. Transition in Jewish education. *Jewish education*, 3:67–76, April–June 1931.

An analysis of the implications of the decided tendency of American Jewish education to shift from communal to congregational auspices, which, from the point of view of community organization, the writer regards as retrogressive.

177. HIRSCH, JULIUS M. Bar and Bath Mitzvah or confirmation. *Jewish forum*, 14:209–12, June 1931.

A criticism of some of the current practices regarding the "confirmation" of Jewish boys and girls, which the writer regards as being "foreign to Judaism."

178. LEHMAN, IRVING. The growth of the Jewish community-center movement. *Jewish center*, 9: 5–12, March–April 1931.

A report of the expansion of the Jewish community-center movement and the opening of new buildings in various communities throughout the United States during the preceding year, by the president of the Jewish welfare board, a national organization for Young men's Hebrew associations, Young women's Hebrew associations, Jewish community centers, and kindred associations, and the report of its annual meeting.

179. MANN, LOUIS L. B'nai B'rith Hillel foundation. *Religious education*, 26:21–25, January 1931.

A detailed exposition of the educational, religious, social, literary, and cultural activities carried on by the Hillel foundation of the independent order B'nai B'rith among Jewish students in American colleges and universities.

180. ROSENGARTEN, ISAAC. Has young Israel a functioning program? *Jewish Forum* (New York), 14:195–97, June 1931.

A critical analysis of the educational and religious activities sponsored by the Council of young Israel, an organization for orthodox Jewish young men and women.

181. SOLTES, MORDECAI. Jewish educational activities for a Jewish center. *Jewish chronicle* (Montreal, Canada), February 20, 1931.

The principles of guidance in planning the Jewish educational program in a Jewish community center, and the specific activities to be included therein, are presented in detail.

182. ——— What are the distinctive educational functions of the Jewish community center? *Jewish forum*, 14:401–3, November 1931.

The author analyzes the educational functions of the Jewish community center and their implications with regard to the content of the program of activities and the methods of attaining the objectives.

183. VEIT, BENJAMIN *and* ENELOW, HYMAN G. Religion, the Bible, and the public school. *American Hebrew*, 129:87, June 19, 1931.

Arguments pro and con on a proposal of the New York Interfaith committee, to excuse pupils for several hours on certain days, so that they may receive Biblical instruction in religious schools of their respective faiths. The Board of regents of the State of New York grants credit for the successful completion of such studies.

III. CURRICULUM MATERIALS AND METHODS

184. COHON, SAMUEL S. What we Jews believe. *Cincinnati, Ohio, Union of American Hebrew Congregations*, 1931. 196 p.

A primer of the Jewish religion for adult laymen. The salient facts regarding present-day Judaism in its various phases and expressions are presented. A list of topics for discussion is also included.

185. COMINS, HARRY L. An experiment with an activity curriculum. *Jewish education*, 3:39–49, January–March 1931.

The writer attributes the problems of irregular attendance, mediocre achievement in school studies, improper behavior in classroom and apathetic attitude on the part of pupils to their disinterest in Jewish school work, because the school has hitherto failed to provide adequate motivations. He reports in detail on a successful experiment carried on in a number of progressive schools in New York, in which the curriculum and methods were based, as far as possible, on the "genuine needs, interests, and purposes of the pupils."

186. ——— Motivating a holiday curriculum for the prereading grades. *Jewish education*, 3:77–86, April–June 1931.

A criticism of the traditional methods of teaching the Jewish holidays, and an account of how the motivations of a group of 25 children were organized around a Passover project, with a play as the central, unifying activity.

187. FEUER, LEON I. *and* GLAZER, B. B. The Jew and his religion. *New York, N. Y., Bloch publishing company*, 1931. 158 p.

A survey of Judaism. Prepared for use primarily in confirmation classes.

188. GOLUB, JACOB S. A curriculum for the primary grades. *Jewish education*, 3:49–55, January–March 1931.

A description of an experiment with a new curriculum for the first three years of Jewish religious schools, conducted under the auspices of the bureau of Jewish education in Cincinnati. The guiding principle in the experiment is that the "curriculum must be centered about things to do that the child will enjoy and will develop into habits."

189. ISAACS, BERNARD. The Dalton plan in the United Hebrew schools of Detroit. *Jewish education*, 3:95–98, April–June 1931.

A detailed account of the results achieved by the introduction of the Dalton plan in the secondary Hebrew school of Detroit.

190. KATZ, JACOB. Attaining Jewish manhood: Bar Mitzvah addresses. *New York, N. Y., Bloch publishing company*, 1931. 236 p.

Addresses for confirmants based on the weekly portions of the Pentateuch. Texts from the prophets (Haftorahs) and quotations from the Talmud and Midrash adapted for young people are included.

191. KING, MARION. Amnon: A lad of Palestine. *Boston and New York, Houghton Mifflin company,* 1931. 98 p.

Nine stories for children depicting child-life in the Jewish colonies in the Holy Land, including a detailed description of the celebration of the Feast of Purim. A glossary of Hebrew terms and many illustrations have been included.

192. KOHN, EUGENE. Character training in the Jewish school. *Jewish education,* 3:20–28, January-March 1931.

The writer asserts that while ethical ideals have always occupied a significant place in Jewish religious thought, "the religious school can have only a small share in the character training of its charges." He advises Jewish educators to enlist the cooperation of the parents and secular educational authorities, since the home and public school contribute substantially to the moral training of the child. He urges teachers in Jewish religious schools to maintain direct personal contact with the home, to participate actively in congregational life, to capitalize the extracurricular activities for the enrichment of the Jewish personalities of the pupils; to conduct the discipline and administration of the school on the basis of ethical principles, and to teach every subject in the curriculum in such a way that it will contribute toward character building.

193. KURZBAND, T. K. Notes on a life-activity curriculum. *Jewish education,* 3:172–76, October–December 1931.

The writer urges the reconstruction of the Jewish school curriculum on the basis of progressive educational principles. He recommends that the traditional subjects of the curriculum be replaced by a series of life-activity units related to contemporary Jewish life. He presents a course on "The Synagogue" for the upper primary grades as an illustration of this newer approach.

194. LEBESON, ANITA L. Jewish pioneers in America, 1492–1848. *New York, N. Y., Brentano's,* 1931. 372 p.

A survey of the rôle which Jews played in the discovery and development of America. Excellent source material in American Jewish history for advanced classes.

195. LURIE, ROSE G. The great march—post Biblical Jewish stories. *Cincinnati, Ohio, Union of American Congregations,* 1931. 230 p.

Thirty-eight Jewish stories for young children covering the period beginning with the destruction of the first temple in Jerusalem and ending with the expulsion of the Jews from Spain. Primary aim of author is to inspire rather than to impart information regarding Jewish events and heroes.

196. MALLER, JULIUS B. A standardized Hebrew prognosis test. *Jewish education,* 3:177–84, October–December 1931.

The writer stresses the value of tests which are designed to ascertain the potential capacity and ability of students to master specific subjects of study, as distinct from examinations which test one's acquired knowledge. He describes a proposed Hebrew prognosis test, to gage a student's ability for the study of Hebrew, and presents the results of this test given to 134 high-school and 287 normal-school students.

197. MARKOWITZ, S. H. Gentile-Jewish relationships in a small city in the Middle West. *Religious education,* 26:323–27, April 1931.

Part of a study made in the effort to discover the basis for a curriculum of religious education in a reform Jewish community in the Middle West. Deals with Gentile-Jewish relationships, some of the subjects considered being: (1) The extent and basis of the belief among Jews in Gentile prejudice; (2) The effect of prejudice on Jewish conduct; (3) Methods of preserving Jewish group life; (4) The breakdown of group control resulting from intermarriage.

198. PEARLMAN, DAVID W. The curriculum of a congregational Hebrew school. *Jewish education,* 3:98–110, April–June 1931.

A suggestive outline of a curriculum for a congregational Hebrew school, based on the subjects included in the course of study of the religious school of the Society for the advancement of Judaism of New York. The guiding principles in the selection of the subjects, the specific material included under each and the aims of the creative group activities, are set forth in detail.

199. POLLAK, JACOB B. The teaching of history in the Sunday schools of Greater New York. *Jewish education,* 3:120–25, April–June 1931.

A preliminary investigation of the status of the teaching of Jewish history in 39 Sunday schools of Greater New York, based on three questionnaires. The findings showed that Jewish history is the important subject in the curriculum.

200. SOLTES, MORDECAI. Contemporary Jewish history. Current problems and movements—Series I—Social-economic adjustment of the Jews to the American environment. *Philadelphia, Pa., Jewish Publication Society of America,* 1931. 60 p.

This is the first of three series of outlines on contemporary Jewish history, and presents the basic facts regarding Jewish immigration to the United States, vocational and occupational adjustment and contributions, and the evolution of Jewish social service. The second series deals with the Jewish religious and cultural forces, Jewish education and the Jewish community center movement. In the concluding series, anti-Semitism, relief of war sufferers and protection of Jewish rights, Jewish communal organizations, Zionism, and Palestine rebuilding will be discussed.

201. ——— Two hundred and fifty questions and answers on the Jewish festivals. *Philadelphia, Pa., Jewish Publication Society of America,* 1931. 76 p.

This booklet was issued by the National Jewish welfare board, parent organization for Young men's Hebrew associations, Young women's Hebrew associations and Jewish community centers, and is intended for use in clubs, classes, and study groups. In addition to the 250 questions and answers on the significance and observance of the Jewish festivals, detailed outlines of the main facts concerning the historical and ceremonial aspects of the high holy days, major and minor festivals and other significant occasions in the Jewish calendar are included, as well as a selected bibliography, and specific suggestions for methods of utilizing the material.

V. PROBLEMS OF LEADERSHIP

202. EISENBERG, ISRAEL L. The principal's job—an activity analysis. Jewish education, 3:164–72, October–December 1931.

A detailed analysis of the functions and duties of a principal of a Jewish religious school, in his relation to the community, the school committee, the teaching staff, the pupils and the office. The professional requirements of a principal are also presented.

203. MALLER, JULIUS B. The personality of Jewish college students. *Jewish education*, 3:111–19, April–June 1931.

A full account of a series of tests given to 200 Jewish students in secular schools, to ascertain their backgrounds, Jewish attitudes, and personal adjustments. Ten outstanding findings revealed in this investigation are presented.

204. SCHOOLMAN, ALBERT P. The Jewish teacher and the profession of Jewish education. *Jewish education*, 3:152–55, October–December 1931.

An address delivered at the commencement exercises of the Jewish theological seminary and of its Teachers' institute, New York, in which the speaker summarizes the changing attitude of the Jewish community to the problem of Jewish education. Offers practical suggestions to the new graduates for bridging the gap between the ideal conceptions which they have acquired in class and the practical problems with which they will be confronted.

PROTESTANT RELIGIOUS EDUCATION

I. GENERAL REFERENCES

Philosophy and Aims

205. Adams, Ralph S. Religious education in rural America. *International journal of religious education*, 7:9–10, June 1931.

A statement of the challenge of need and of opportunity in rural America for an adequate and statesmanlike program of religious education.

206. Atkins, Gaius Glenn. The making of the Christian mind. *New York city, Ray Long and R. R. Smith*, 1931. 348 p.

207. Betts, G. H. The need of better defined objectives in religious education. *Educational review* (China), 23:14, January 1931.

208. Chave, E. J. Raising religious education to a religious level. *Journal of religion*, 11:420, July 1931.

209. Fiske, George Walter. The recovery of worship. *New York city, The Macmillan company*, 1931. 269 p.

The crucial need of Protestant churches is for a more vital and creative method of worship, and to this end the author analyzes the present situation. He does not relegate the preacher to the background, nor does he lose sight of the Protestant emphasis on ethics.

210. Fleming, Daniel J. Helping people grow. *New York city, Association press*, 1931. 236 p.

"An application of educational principles to Christian work abroad."

211. Harper, W. A. The place of religion in education. *Religious education*, 26:6–12, January 1931.

Purpose of religion in education to-day is to equip the student to live his life in terms of Christian idealism.

212. Herbrecht, O. G. Anthony Pew thinks "worship" out loud. *International journal of religious education*, 8:27–28, October 1931.

A description of a conversation with an imaginary character named Anthony Pew. The discussion includes the sermon, the singing of the choir, and the worship service in the Sunday-school, and points out the values in worship, and the relationship between the human and divine elements.

213. Lotz, Philip H. *and* Crawford, L. W. Studies in religious education. *Nashville, Tenn., Cokesbury press*, 1931. 689 p.

214. Moore, G. V. Integration of religious education, assumptions and solutions. *Christian education*, 15:54, October 1931.

215. Shackford, John W. Education in the Christian religion. *Nashville, Tenn., The Cokesbury press*, 1931. 200 p.

216. Smither, Ethel L. "If thine eye be single." *International journal of religious education*, 7:11–12, February 1931.

A consideration of the example of Jesus in placing first in his work the personality of those whom he would teach; and of the implications of this procedure for present-day religious education.

217. Vieth, Paul H. Objectives in religious education. *School and society*, 34:357, September 1931.

218. Wentzel, Fred D. Country resources of religious education. *International journal of religious education*, 7:15–16, January 1931.

An answer to those who have despaired of religious education in the rural church. It points out the distinct resources the rural church has, some of which are not available to the church in the city.

219. Winchester, Benjamin S. Religious education and the liquor problem. *International journal of religious education*, 7:15, April 1931.

Progress

220. Betts, G. H. Outlook for religious education. *Christian century*, 48:896, July 1931.

221. ——— Plateau of religious education. *Christian century*, 48:1138, September 1931.

222. Chappell, E. B. Progress of the past quarter century. *International journal of religious education*, 7:9–10, February 1931.

A survey of 25 years of progress by one who has had an active share in it. Presents the increasing interest in religious education on the part of the Church, dealing with development of Sunday-school boards, erection of church school buildings, preparation of lesson and program materials, organization of councils of religious education, plans for better training of teachers and a renewed emphasis upon a study of the Church.

223. LEFFORGE, ROXY. Religious education moves forward in China. *International journal of religious education*, 8:27, November 1931.

A report and interpretation of the conference on religious education which was held in Shanghai during the summer of 1931.

224. VIETH, PAUL H. National conference on rural religious education. *International journal of religious education*, 7:27–28, February 1931.

A report,with findings of the National conference on rural religious education held in Bangor, Me., in October, 1930.

225. What's happening in religious education? *International journal of religious education*, 7:39–40; 39–41; 39; 41; 39–41; 41–42; 37–38; 8:41–42; 39–40; 40–42; 41–42; January–December 1931.

Brief statements concerning current activities in the field of religious education, including personal items as well as events.

226. Whitherbound, adult work? *International journal of religious education*, 7:6–7, April 1931.

An interpretation of current trends in adult religious education including emphasis on a soundly educational interpretation of adult religious experience, the implications for the work of the pastor, for the church as a whole, and for the social order.

II. ADMINISTRATION OF RELIGIOUS EDUCATION PROGRAMS

Church and Community Programs

227. BOWMAN, ATHA S. Organizing the nursery department. *International journal of religious education*, 7:25–26, February 1931.

A detailed outline of procedure in organizing the local church for work with very young children, including activities within the family groups as well as activities in the church.

228. Brief sketches of adult work activities. *International journal of religious education*, 7:22–24, April 1931.

Several significant examples of effective work in adult religious education cited from the observations of professional adult workers. The activities consisted of Parental education, Adult school of religious education, Adult work in local churches of Michigan, etc.

229. BURKHART, ROY A. Improving the local youth program. *International journal of religious education*, 7:17–18, March 1931.

A presentation of practical methods of supervision which may be provided by departmental superintendents in the youth division of the local church.

230. ——— Studying the local program. *International journal of religious education*, 8:16–17, September 1931.

A description of the procedure being followed by a local church in redefining its objectives, in rebuilding its total curriculum, and in specialized leadership training.

231. CONOVER, ELBERT M. The building also teaches. *International journal of religious education*, 8:9–10, November 1931.

A description of the ways in which a well-designed church building may aid the educational program. It emphasizes a love of beauty, an interest in excellent things, the accomplishment of the objectives of building the Kingdom of God, a recapture of spiritual values from the past, the use of symbols, and the treatment of windows and other physical things.

232. JONES, MARY ALICE. The place of the janitor in religious education. *International journal of religious education*, 7:13–14, July 1931.

A detailed consideration of one element in the total situation within which children learn religion; indicates the importance of personal relationships and the general atmosphere of the church as being a part of the program of religious education.

233. LINDHORST, FRANK A. Improving the local church program. *International journal of religious education*, 8:13, September 1931.

Reasons why the field supervisor must visit and study local churches to improve religious education; gives essentials in a program of local church studies, and illustrations of improvements resulting from such direct supervision.

234. MILLER, MINOR C. Religious education in the community. *International journal of religious education*, 8:25–26, October 1931.

The motives and principles underlying cooperation in religious education in American communities given, the task being defined as one in which denominations as such and the community as such are jointly responsible.

235. MUNRO, HARRY C. Religious-education-week a community force. *International journal of religious education*, 7:31, May 1931.

Suggests ways in which the church school interested in life-centered procedure may use Religious-education-week in affecting community life and in undergirding its own purposes.

236. SCALISE, VICTOR F. Rural-education-week in the small church. *International journal of religious education*, 7:28, June 1931.

A description of how Religious-education-week was observed by a rural church of 70 members.

237. SCHULDT, VIOLA. The Tomplins county larger parish. *International journal of religious education*, 7:13–14, June 1931.

A description of the way in which the churches of Ithaca, N. Y., merged their resources in making available a skilled supervisory service to the religious educational work of an entire county. The richer program of activities in week-day church schools, vacation-church schools, young people's work, and union services are sketched.

238. TYNDALL, EVELYN. Parental education in New York city churches. *International journal of religious education*, 7:20–21, February 1931.

The story of an effective program of parent education classes under the supervision of the writer. The plans of organizing and promoting classes, the methods followed, source materials used, and results achieved, are all included.

239. WAGNER, MABLE. World friendship in vacation schools. *International journal of religious education*, 7:18–19, February 1931.

A report of an experience in developing world friendship attitudes in a vacation school, and a consideration of the possibilities in this field.

240. WESTPHAL, EDWARD P. Organizing for Christian education of adults. *International journal of religious education*, 7:14, April 1931.

Church Schools

241. BENNETT, H. E. Voiceless teachers. *International journal of religious education*, 8:11–12, November 1931.

This article discusses the place of church-school equipment in character building. It refers to the place of attitudes and atmosphere, the importance of inspiring dignity, the place of equipment in securing attention, and the value of good, substantial materials. There are warnings against church traditions, period styles of furniture, etc. Importance of public school experience, the use of wood or steel as materials, the plywood surfaces, and the relationship of price are subjects dealt with.

242. CARTER, *Mrs.* J. J. A Negro vacation church school. *International journal of religious education*, 7:22, March 1931.

An account of how two churches in Mississippi cooperated in organizing a vacation church school for Negro children.

243. DONNELLY, HAROLD IRVING. Administering the senior department of the church school. *Philadelphia, Pa., Presbyterian Board of Christian Education, Westminster press*, 1931. 195 p.

A textbook in the Standard leadership training curriculum, outlined and approved by the International council of religious education.

244. GETMAN, ARTHUR K. Church school in action. *New York city, Abingdon press*, 1931. 178 p.

245. HALL, A. MONROE. Goals and growth. *International journal of religious education*, 7:29, January 1931.

A testimonial to the effectiveness of international standards for the church school as used in Lycoming County, Pa.

246. HUDNUT, JOSEPH. Remodeling church buildings for Sunday schools. *International journal of religious education*, 8:15–17, November 1931.

Recommends ways of remodeling church buildings to adapt them to the use of modern religious education. Specific suggestions on subdividing large auditoriums, building a wing, subdividing a basement, and rebuilding the "Akron" type of Sunday-school building are given.

247. MACARTHUR, KENNETH C. Rural Sunday school at work. *International journal of religious education*, 7:15, June 1931.

Makes suggestions of worth-while activities which may be carried on in rural Sunday schools through use of standards, leadership training, week-day religious education, mission study, and cooperation with other rural agencies.

248. MATHER, H. V. A program of service. *International journal of religious education*, 7:17, January 1931.

A description of the actual service activities carried out in a year by the various departments of the First Methodist Episcopal Church school, Los Angeles, Calif.

249. PERKINS, RUTH, Program-making and record-keeping. *New York city, Woman's press*, 1931. 201 p.

Applied educational principles and suggested tools.

250. POWELL, M. C. Junior method in the church school. *New York city, Abingdon press*, 1931. 465 p.

251. Program and the plant. *International journal of religious education*, 8:6–7, November 1931.

An editorial in which are discussed the need for adequate building and equipment and the educators' responsibility for making those needs clear; the value of an educational adviser to consult with the architect in planning a building; the problem of remodeling; church-school organization as it affects building; and the adaptation of a program to the present building.

252. SEYMOUR, FRANK C. Church-school promotion. *International journal of religious education*, 7:13–14, January 1931.

A description of the basis adopted by the North Congregational church, of Amherst, Mass., for determining the fitness of pupils in the church school to be promoted from one grade to the next, and the forms of recognition used.

253. SHIELDS, ELIZABETH M. Guiding kindergarten children in the church school. *Richmond, Va., Presbyterian Committee of Publication*, 1931. 224 p.

254. SMITH, AUGUSTINE H. Music in the church school. *International journal of religious education*, 7:18–19, May 1931.

The place and purpose of music in the church school are discussed. Specific illustrations are given for each of the several purposes. Suggestions for monthly emphases in the use of hymns are offered.

255. TRALLE, HENRY EDWARD. Interior decorations for the classroom. *International journal of religious education*, 8:13–14, November 1931.

Suggests standards for modern church-school classrooms with respect to building and equipment, interior trim, finish, and floor coverings.

256. VIETH, PAUL H. From departments to grades. *International journal of religious education*, 7:9–10, January 1931.

Shows how the primary and junior departments of a church school were reorganized as six separate grades each carrying out a completely unified program. Discusses advantages ofthis plan and answers a number of questions regarding it.

257. Whence cometh the modern church school? *International journal of religious education*, 7:5, April 1931.

An editorial dealing with the fact that just as the progressive public school can not be brought into being simply by omitting a study of Greek, so the progressive church school is not brought into being automatically when memory work, for example, is dropped. It requires getting hold of the interests and life purposes of pupils.

Week-day Schools

258. FINCH, HELEN C. Rural religious education in Castle Creek. *International journal of religious education*, 7:18–19, June 1931.

This is a report of a plan of week-day religious education in a rural community. The plan of organization and administration as well as curriculum materials used are given.

III. CURRICULUM MATERIALS AND METHODS

259. BAILEY, ALBERT EDWARD. Religious art as an aid to teachers. *International journal of religious education*, 7:16–17, May 1931.

Discusses religious art as a means of personal enrichment for the teacher and suggests practical criteria for the selection of pictures as teaching aids with children, young people, and adults.

260. BLASHFIELD, CLARA BEERS. Let the children praise Thee. *International journal of religious education*, 7:15–16, February 1931.

A report of certain experiences of the writer in leading children in a church school group to create simple poems and songs, together with a discussion of the possibilities in this type of activity in a program of religious education.

261. BOOK, ABBOTT. The church collection of pictures. *International journal of religious education*, 7:20–21, May 1931.

Tells the story of how a church has built up an extensive library of choice art collections and how teachers are guided in the use of pictures. Bibliography.

262. BOWER, WILLIAM CLAYTON *and* EMME, EARLE EDWARD. Trends in curriculum theory with a selected bibliography. *Religious education*, 26:259–64, March 1931.

A survey of literature on the curriculum during the first three decades of the twentieth century discussing trends in curriculum theory and practice, with a selected bibliography.

263. BROOKS, ANNIE SILLS. The superintendent discovers hidden wealth. *International journal of religious education*, 8:18, December 1931.

A description of a conversation between the superintendent of a Sunday school and her guest regarding the experience-centered curriculum. It deals with efforts at testing the results of the educational program in the lives of boys and girls. The experience of a specific group is given covering their Bible knowledge, their home relationships, the results of ethical tests, and the dangers and possibilities in the use of such tests.

264. Building worship programs. *International journal of religious education*, 7:31–37; 29–36; 31–38; 31–37; 32–39; 33–38; 28–35; 8:31–38; 33–38; 34–39; 34–39, January – December 1931.

Definite suggestions and materials organized around specific themes for departmental worship services of each Sunday in the month. Stories, music poems, picture interpretations, etc., are included in these graded materials.

265. BURGESS, *Mrs.* PALMER. Using rural values in children's work. *International journal of religious education*, 7:17, February 1931.

A presentation of the assets, from the point of view of developing a religious consciousness which the leader of children has in a rural situation—nearness to nature, lack of congestion, small groups, more stable family life, etc.

266. COGGAN, BLANCHE BRAUN. A junior choir Easter service. *International journal of religious education*, 7:21, March 1931.

A brief, simple, and worshipful service through music which a group of junior children conducted in celebration of Easter.

267. DESEO, LYDIA GLOVER *and* PHIPPS, HILDA MASSBERG. Looking at life through drama. *New York city, Abingdon press*, 1931. 203 p.

268. FOSTER, VIRGIL. A junior venture. *International journal of religious education*, 7:22–23, February 1931.

A description of a worth-while junior project in the local church.

269. GREGG, ABEL J. Experience may become Christian. *International journal of religious education*, 8:8, September 1931.

A devotional article based upon the words of Jesus, "I will draw all men unto me," showing the way in which the usual experience of a leader in intimate fellowship with the group can be made significant and Christian. The place of method and its spiritual significance are discussed.

270. GROFF, ADDISON H. The lesson for to-day. *International journal of religious education*, 8:24, October 1931.

A brief story of the way in which one teacher discovered that "'the lesson for to-day' is not a chapter in a book, but a chapter in the lives of girls and boys."

271. HAYWARD, PERCY R. *and* HAYWARD, MYRTLE H. The home and Christian living. *Philadelphia, Pa., Presbyterian Board of Christian Education, Westminster press*, 1931. 144 p. (Handybooks for church school leaders)

272. JOHNSON, MARIAN. A program for promotion day. *International journal of religious education*, 7:26–27, July 1931.

A program for promotion day in the church school in which representatives from the various departments show the purpose and something of the activities of that particular group, thus giving a picture of the total church-school program.

273. JONES, MARY ALICE. Is there a place for ritual? *International journal of religious education*, 7:13–14, February 1931.

A consideration of the values and dangers in the use of responses, litanies, and orders of worship in the children's groups within the church, with illustrations showing how such material may be selected and used.

274. ——— What play shall we give? *International journal of religious education*, 8:29–30, October 1931.

An annotated list of Christmas plays and pageants in three groups: Elaborate plays, simple plays, and plays especially for children.

275. LESOURD, GILBERT A. Kembo leads the way. *International journal of religious education*, 7:15–16, July 1931.

This is a description of a primary-department project in missionary education. Although the story of an African girl was the starting point, some practical enterprises were worked out and for a local Negro group.

276. MARTIN, FLORENCE. How I use my blackboard. *International journal of religious education*, 7:27–28, January 1931.

This is an account of the many ways in which one teacher uses a blackboard in teaching church school classes.

277. MAUS, CYNTHIA PEARL. Making Easter significant. *International journal of religious education*, 7:13–14, March 1931.

A description of a program carried out in a local church by which a national leader of young people's work shared in a month's activities in the church, culminating in Easter services. These services included special provision for young people.

278. MINNICH, KATHRYN C. Art in the week-day school. *International journal of religious education*, 8:25–26, November 1931.

A detailed description of the way in which pictures have been used in teaching and interpreting hymns in a week-day church school.

279. NUGENT, HARRIET WHITCOMB. A project for the entire school. *International journal of religious education*, 8:19–20, October 1931.

A story of a high-school group which engaged an entire church school in a project centered around the theme, "Our heritage from the middle ages." Specific plans and various activities carried out are described.

280. PICKETT, WARREN WHEELER. Worship services for young people. *Boston, Mass., Pilgrim press*, 1931. 58 p.

(Note.—Nos. 281–284 were not used.)

285. RICHARDSON, NORMAN E. The Christ of the classroom. *New York city, The Macmillan company*, 1931. 361 p.

Analysis is made in this book of the teaching method of Jesus Christ in an effort to deepen the spiritual note in religious education. The evangelical note will appeal to the more conservative church worker.

286. SHACKFORD, JOHN W. Giving new direction to new power. *International journal of religious education*, 8:9–10, September 1931.

Suggestions for the building of a sermon for use during Religious-education-week, centered around the two questions: What is the basis of our expectation that the spiritual forces will prevail in this world? and What is the program of the Christian church looking to this end?

287. SMALLWOOD, *Mrs.* GLEN G. Christmas worship service. *International journal of religious education*, 8:19–20, December 1931.

A brief service of worship which was planned and carried out by a group of primary children at Christmas, in which their parents and the minister shared.

288. SNOWDEN, JAMES H. Snowden's Sunday-school lessons. *New York city, The Macmillan company*, 1931. 390 p.

289. STARR, HORNER W. Believing youth. *Milwaukee, Wis., Morehouse publishing company*, 1931. 98 p.

This book is the result of a group experiment with young people in considering such topics as God, prayer, immortality. "A cheering experiment in creative teaching."

290. STOCK, HARRY THOMAS. Using current literature in youth programs. *International journal of religious education*, 7:15–16, March 1931.

A description of an interesting project by which current articles in the public press and magazines may be used in building young people's programs. Some classes do this by omitting quarterlies or textbooks, or by a forum method, or by current events meetings once a month. The use of the public library, magazines, newspapers, book clubs, popular books, etc., are recommended.

291. SUTER, JOHN W. Open doors in religious education. *New York city, Ray Long and R. R. Smith*, 1931. 128 p.

In an attempt to deepen the effectiveness of religious education in the life of the child, the author points out the importance of (1) a personal experience with God as the center; (2) a knowledge of the pupil; (3) an understanding of the subject; and (4) teaching methods.

292. TAFT, ELIZABETH A. Some experiences in a junior laboratory school. *International journal of religious education*, 7:27, May 1931.

A description of activities of a group of juniors in a summer training school for junior workers; the activities were constructive and were concerned with making their classroom attractive, including its cleaning, providing wall coverings, painting the chairs and tables, and financing the project.

293. TREASTER, LILLIAN CLARK. Prayer development. *International journal of religious education*, 7:25–26, January 1931.

A presentation of practical ways by which pupils may be enlisted creatively in prayer development. Also emphasis on teaching an appreciation of worship.

294. WOOD, W. CARLETON. The dramatic method in religious education. *New York city, Abingdon press*, 1931. 324 p. illus. (Abingdon religious education texts, college series)

295. ZEIGLER, EARL F. Toward understanding adults. *Philadelphia, Pa., Presbyterian Board of Christian Education, Westminster press*, 1931. 164 p.

This textbook emphasizes that religious education for adults should grow out of their own experiences and problems. The point of view is in harmony with present educational theory. It is constructively religious.

IV. STUDENTS' PROBLEMS

296. BARNES, GORDON. Forward with youth. *International journal of religious education*, 7:23–24, March 1931.

A review of the activities of the Christian-youth council of North America decided upon at the meeting in Toronto in June, 1930.

297. BURKHART, ROY A. Youth forces move forward together. *International journal of religious education*, 7:25, July 1931.

A presentation of plans for a united emphasis on the liquor problem in youth conferences and in local church enterprises.

298. COGGAN, BERNARD. High-school youth come a-wishing. *International journal of religious education*, 8:25–26, September 1931.

A description of a rather unique method used in setting up a county young people's conference in which the delegates were given an opportunity to write anonymous statements as to the things they wished might come to pass. These were then used as a basis of a conference program and other kinds of young people's work.

299. HAYWARD, P. R. Christian youth of North America. *International journal of religious education*, 7:10, March 1931.

An analysis of the size and extent of the young people's forces in the church and a discussion of some of the activities that have recently been carried on cooperatively, including the Christian-youth council of North America.

300. HAYWARD, P. R. Taking church youngpeople on a "retreat." *International journal of religious education*, 7:19–20, July 1931.

A description of an interesting experience in a local church in which the committee on young people's work, the members of intermediate and senior classes, teachers, and other adult leaders, go away each autumn for a day and a half to a summer camp site for fellowship, recreation, and the planning of their program for a year.

301. LYONS, JOHN R. Youth and pastor in cooperative sermonizing. *International journal of religious education*, 7:26, March 1931.

Describes a project in which the minister of a church interested his young people in discussions on vital problems on which he later preached. The young people reported their findings and the minister took account of these in his sermons.

302. MACARTNEY, CLARENCE E. The way of a man with a maid. *Nashville, Tenn., Cokesbury press*, 1931. 176 p.

303. OVERTON, *Mrs.* GRACE SLOAN. Marked trails for girls. *Elgin, Ill., David C. Cook publishing company*, 1931. 178 p. illus.

304. SCHLOERB, ROLLAND W. Youth's incentive to excel. *International journal of religious education*, 7:9, March 1931.

A devotional and inspirational message to youth and leaders of youth concerning the proper direction of youth's ambitions.

V. PROBLEMS OF LEADERSHIP

305. ADAMS, CARLYLE. The director's clinic. *International journal of religious education*, 7:18–19, January 1931.

Guidance suggestions for dealing with individuals who constitute problems of adjustment in the church school illustrated by two case descriptions.

306. BEAVEN, A. W. Parents as teachers of Christian living. *International journal of religious education*, 7:11–12, April 1931.

Practical suggestions for parents in developing family religious life from the child-centered viewpoint.

307. BLACK, ROBERT J. Ideals and ideas. *International journal of religious education*, 7:19, January 1931.

A report of a local church project in which there are given the five "ideals" which teachers agreed upon and subscribed to, and 10 "ideas" upon which monthly workers' conferences were based.

308. CHAVE, ERNEST J. Supervision of religious education. *Chicago, Ill., University of Chicago press*, 1931. 332 p. (Chicago. University publications in religious education. Handbook of ethics and religion)

In a sane and up-to-date manner, this book discusses worship, recreation, teaching methods, and related topics in an attempt to bring them up to a religious level, or to make them more vital religious instruments.

309. CLARK, PAUL H. Developing leadership in the rural parish. *International journal of religious education*, 7:11, January 1931.

In this article the author describes the progress of leadership training being carried on in a rural church which has a membership of approximately 250 families and a church school with an average attendance of 130 to 165 during 10 months of the year.

310. DENNISON, MARTHA. Selecting leaders. *International journal of religious education*, 7:17, July 1931.

Suggests standards for the selection of church-school leaders, a form of teacher's contract or agreement, ways of enlisting and of supervising teachers.

311. ENGLISH, MERLE N. The pastor and the church school. *International journal of religious education*, 7:8, January 1931.

An interpretation of the educational responsibilities of the pastor as including a counselling relationship to his entire church-school leadership. Testimonials as to the effectiveness of pastoral work on this basis are given.

312. GAY, *Mrs.* MABEL K. Special training for vacation church-school leaders. *International journal of religious education*, 7:27, April 1931.

A description of a plan being followed by the city supervisor in Springfield, Mass., for the training of vacation church-school leaders through conference with the leaders of the respective schools.

313. GRETH, MORRIS S. Leadership training through local church agencies. *Philadelphia, University of Pennsylvania press*, 1930. 164 p.

Thesis (Ph. D.)—University of Pennsylvania 1930.

A study of outcomes in two parts. Part 1 advances 19 major outcomes as essential for efficient volunteer workers in the evangelical Protestant churches in America; Part 2 deals with analyses of the major outcomes from the viewpoint of instruction.

314. HORNE, H. H. Essentials of leadership, and other papers in moral and religious education. *Nashville, Tenn., Cokesbury press*, 1931. 136 p.

315. KNAPP, FORREST L. Every church training every leader. *International journal of religious education*, 7:19, April 1931.

A discussion of the implications of the slogan adopted by the International council of religious education for the leadership-training emphasis for 1931–32, and some suggestions for making the slogan effective.

316. ——— Leadership training through Religious-education-week. *International journal of religious education*, 7:12, July 1931.

A discussion of how Religious-education-week may help to answer the two questions: How can we get teachers? and How shall we get our teachers to take training? Four suggestions are offered.

317. ——— Overcoming training resistance. *International journal of religious education*, 8:19–20, November 1931.

Discusses the question of how to motivate leadership growth on the part of leaders in the church. Four means of motivation are described.

318. ——— The task of leaders to-day. *International journal of religious education*, 8:11–12, September 1931.

Four circumstances of the present day which place new demands upon leaders in religious education, and which emphasize the need for more adequate preparation on the part of leaders, are discussed.

319. ——— What kind of leaders do we need? *International journal of religious education*, 8:17–18, October 1931.

Four essential qualifications of leaders who are to serve effectively in the program of religious education are stated and discussed.

320. ——— Who should be trained? *International journal of religious education*, 8:21–22, December 1931.

Although the author recognizes that in the past leadership training has been primarily for church-school workers, he maintains that pastors, elders, deacons, trustees, parents, and others should be trained, and suggests some of the reasons.

321. McKibben, Frank Melbourne. Improving religious education through supervision. *New York city, The Methodist book concern*, 1931. 256 p.

A textbook in the standard course in leadership training, outlined and approved by the International council of religious education. Presents supervision as a scientific method for helping leaders and teachers, making it a whole-hearted and cooperative enterprise.

322. Martin, A. W. Supervision in the rural church. *International journal of religious education*, 7:11–12, June 1931.

An interpretation of the meaning and purpose of supervision, an affirmation of the rural pastor's responsibility for preparing himself to be the church-school supervisor, with suggestions as to methods he may use in supervision.

323. Munro, Harry C. Adult leaders define their problems. *International journal of religious education*, 7:9–10, April 1931.

An analysis of the problems involved in developing a life-centered curriculum of religious education for adults. These problems include the complexity of adult experience, adult complacency, a retarded curriculum situation, difficulties in determining the scope of adult religious education, and the necessity of experimentation.

324. ——— The pastor and religious education. *New York city, Abingdon Press*, 1930. 227 p.

A clear and convincing statement regarding the rôle of religious education in the local church, and the pastor's relation to it.

325. Scotford, John R. The paid Sunday-school teacher. *International journal of religious education*, 7:12, January 1931.

Gives a brief report on how the paid church-school teacher functions in seven Protestant churches in Cleveland. Discusses the good effects of the plan with reference to the church and the teacher, and answers several objections often presented in opposition to such a plan.

326. Shaver, Erwin L. Leadership training to-day and to-morrow. *Religious education*, 26:723–29, November 1931.

It is hoped that a reconstruction of leadership training will find new ways of developing skilled teachers for the churches.

327. Shaver, Erwin L. The science of leadership. *Boston, Mass., Pilgrim press*, 1931. 173 p.

328. ——— Shall laymen teach religion? *New York city, Ray Long and R. R. Smith*, 1931. 188 p.

329. Shaver, Erwin L. What is an adequate program of leadership training? *International journal of religious education*, 7:10–11, July 1931.

This article offers six specific tests of adequacy for a program of leadership training for the local church, fully describes six avenues of training, and suggests six "setting up" steps for a local church to follow in building its program of training. While the emphasis is upon the local church, it is definitely stated that some leadership training should be carried on interdenominationally.

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The author presents six ways in which laymen, to whom much credit is said to be due for introducing the educational method into the church, may strengthen and broaden their influence in religious education.

331. Weigle, Luther A. Why leadership training? *International journal of religious education*, 7:8–9, July 1931.

Following a discussion of the importance of the teacher, working in harmony with the Holy Spirit, the author states and explains six basic reasons for the need of leadership training, pointing out that the church's need for trained leadership is particularly keen to-day.

332. Workers' conference. *International journal of religious education*, 7:7; 21; 16; 17; 28; 31; 20; 8:24; 23; 21; 26; January–December 1931.

A monthly plan for using the current issue of the International journal of religious education as a basis for the program of the local church-workers' conference.

INDEX

Subjects and Authors

A

ACCREDITING AGENCIES IN RELIGIOUS EDUCATION, 65.
ACTIVITY PROGRAMS. *See* PROJECTS AND ACTIVITIES.
Adams, Carlyle, 305.
Adams, Ralph S., 205.
ADMINISTRATION OF RELIGIOUS AND CHARACTER EDUCATION, CATHOLIC, 119–123; JEWISH, 170–183; NONSECTARIAN, 59–76; PROTESTANT, 227–240.
ADULT RELIGIOUS EDUCATION, CATHOLIC, 145, 150–151; JEWISH, 164, 172–173, 175, 180–182, 184, 201, 204; NONSECTARIAN, 2, 28, 108; PROTESTANT, 226, 228, 240, 295, 310, 312, 316, 318, 321, 323, 330.
AIMS OF RELIGIOUS EDUCATION, PROTESTANT. *See* PHILOSOPHY OF RELIGIOUS EDUCATION, PROTESTANT.
Anderson, Ruth E., 65.
Angela Rose, *Sister*, 124.
Archer, John Clark, 77.
ART AND RELIGIOUS EDUCATION, 259, 261, 278.
ASTRONOMY, CONTRIBUTION TO RELIGION, 54.
Atkins, Gaius Glenn, 206.
Atkinson, Henry A., 26.
Aubrey, Edwin Ewart, 41–42.

B

Bailey, Albert Edward, 259.
BAR MITZVAH, 190.
Barnes, Gordon, 296.
Barr, W. F., 78.
Bartlett, Edward Randolph, 59.
Beaven, A. W., 306.
Beiler, O. R., 1.
Benderly, Samson, 155.
Bennett, Charles A. A., 43.
Bennett, H. E., 241.
Betts, G. H., 207, 220–221.
BIBLE, TEACHING, NONSECTARIAN, 3, 79, 110.
BIBLE HISTORY, TEXT, CATHOLIC, 134.
BIBLE IN ENGLISH DRAMA, 83–84.
Biggans, John R., 119.
Black, Robert J., 307.
Blakeman, E. W., 19.
Blashfield, Clara Beers, 260.
Blyton, W. J., 144.
Book, Abbott, 261.
BOOKS, RELIGIOUS. *See* LIBRARIES AND READING, RELIGIOUS.
Boorman, W. Ryland, 95.
Bouwhuis, *Rev.* Andrew, 80.
Bowen, F. J., 81.
Bower, William Clayton, 45, 262.
Bowman, Atha S., 227.
Brickner, Barnett R., 152, 170.
Brooks, Annie Sills, 263.
Broune, E. M., 82.
Bull, George D., 27.
Burgess, *Mrs.* Palmer, 265.
Burkhart, Roy A., 229–230, 297.
Burns, *Rev.* Leo D., 104.
Byrnes, *Rev.* James A., 145.

C

Campion, *Rev.* Raymond J., 23, 125–127.
CAMPS, IN RELIGIOUS EDUCATION, 67.
Carpenter, J. H., 2.
Carter, *Mrs.* J. J., 242.
Carter, Manfred A., 46.
CATHOLIC RELIGIOUS EDUCATION, 13, 112–151.
Chaffee, Edmund B., 47.
Chappell, E. B., 222.
CHARACTER EDUCATION: CATHOLIC, 116–119, 121–123, 141; HISTORY OF MOVEMENT IN UNITED STATES, 118; IN CHICAGO PUBLIC SCHOOLS, 123; JEWISH, 192; NONSECTARIAN, 61, 123; PROTESTANT, 241, 297.
Chave, Ernest J., 208, 308.
CHRIST AS A TEACHER, 285, 289.
CHRISTIAN YOUTH COUNCIL OF NORTH AMERICA, 296–297, 299.
CHURCH AND COMMUNITY PROGRAMS, PROTESTANT, 227–240.
CHURCH ARCHITECTURE. *See* SCHOOL BUILDINGS AND CLASSROOMS, RELIGIOUS.
CHURCH COOPERATION. *See* COOPERATION IN RELIGIOUS EDUCATION.
CHURCH SCHOOLS, PROTESTANT, 241–257; PROGRAMS, 232, 243, 248–249, 251; PROMOTION, 252; STANDARDS, 245.
Clare Eugenia, *Sister*, 128.
Clark, Paul H., 309.
Clausen, Bernard C., 163.
Clinchy, Everett Ross, 28, 164.
Coggan, Bernard, 298.
Coggan, Blanche Braun, 266.
Coleman, Edward D., 83.
Cohon, Samuel S., 184.
COLLEGES AND UNIVERSITIES, RELIGIOUS EDUCATION IN, 4, 17, 19, 31, 35, 66, 80, 90, 107; CATHOLIC, 114, 119, 129–131, 142; JEWISH, 179, 203–204; PROTESTANT, 31, 65, 92, 211, 294.
Comins, Harry L., 185–186.
COMMUNAL ASPECTS OF JEWISH EDUCATION, 154, 160.
COMMUNITY CENTERS, INTER-RELIGIOUS, 164–166, 168–169; JEWISH, 158, 175–176, 178, 181–182.
Condé, Bertha, 96.
CONDUCT CODE, 140.
Confrey, Burton, 129.
Conover, Elbert M., 231.
COOPERATION, INTERDENOMINATIONAL. *See* INTERDENOMINATIONAL UNDERSTANDING.
Coughlan, *Mrs.* T. M., 146.
COUNCIL OF YOUNG ISRAEL, 180.
COUNSELING JEWISH STUDENTS, 203.
COURSE OF STUDY, CATHOLIC COLLEGES, 129–131, 142, HIGH SCHOOLS, 124–125, 127–128, 132, 138–139, GRADED, 133, PRIMARY, 137; IN JEWISH RELIGIOUS EDUCATION, 185–186, 188, 193, 198; IN PROTESTANT RELIGIOUS EDUCATION, 264, 288, 290.

Courter, C. V., 60.
Crawford, L. W., 213.
CREATIVE TEACHING, RELIGIOUS, 289.
CRIME PREVENTION AND RELIGIOUS EDUCATION, 20.
CURRICULUM, MATERIALS AND METHODS, CATHOLIC, 124–144; JEWISH, 184–201; NONSECTARIAN, 77–94; PROTESTANT, 259–295. *See also* COURSES OF STUDY.
Curry, A. B., 3.

D

DALTON PLAN, JEWISH SCHOOLS, 189.
David, Nathaniel, 153.
DELINQUENT BOYS AND RELIGIOUS EDUCATION, 103.
Dennison, Henry H., 61.
Dennison, Martha, 310.
DENOMINATIONAL EDUCATION. *See* NONSECTARIAN RELIGIOUS EDUCATION; PROTESTANT RELIGIOUS EDUCATION.
Deseo, Lydia Glover, 267.
Donnelly, Harold Irving, 243.
DRAMA IN RELIGIOUS EDUCATION, NONSECTARIAN, 81–84; PROTESTANT, 267, 274, 294.
Drawbridge, Cyprian Leycester, 29.
Dushkin, Alexander M., 154, 171.
Duvall, Sylvanus M., 4.

E

Early, *Mrs.* V. G., 62.
Earp, J. Rosslyn, 48.
Easton, William O., 105.
Edgerton, John E., 21.
Edidin, Ben M., 172.
Edland, Elisabeth, 84.
EDUCATION AND RELIGION, 110, 125, 207.
Eisenberg, Israel L., 173, 202.
ELEMENTARY RELIGIOUS EDUCATION, CATHOLIC, 133, 136–137.
Elliott, R. H., 36, 45.
Emme, Earle E., 97, 262.
Enelow, Hyman G., 49, 183.
English, Merle N., 311.
Estey, A. J., 106.
EXTENSION OF JEWISH EDUCATION, 170.

F

Feuer, Leon I., 187.
Finch, Helen C., 258.
Fiske, George Walter, 5, 209.
Fitzpatrick, Edward A., 86.
Fleming, Daniel J., 30, 210.
FOREIGN COUNTRIES, RELIGIOUS EDUCATION, 14, 207, 210, 223.
Foster, Virgil, 268.
FOUNDATIONS, RELIGIOUS, 72.
Friedman, Benjamin, 165.
Furfey, *Rev.* Paul Hanly, 147.

G

Gamoran, Emanuel, 174.
Gay, *Mrs.* Mabel K., 312.
Getman, Arthur K., 244.
GIRLS, AND RELIGIOUS EDUCATION, 303.
Glazer, B. B., 187.
Glenn, *Rev.* Paul J., 130.
Glucksman, Harry L., 175.
GOD CONCEPTION, JEWISH, 152.
Goldberg, Israel, 155.
Goldman, Solomon, 50.
Golub, Jacob S., 176, 188.
GOOD-WILL DAY, 167–168.
GOSPEL OF EDUCATION, 18.
Gratiot, S. L., 63.
Gregg, Abel J., 269.
Greth, Morris S., 313.
Groff, Addison H., 270.

H

Haines, Elwood L., 87.
Hall, Cameron Parker, 51.
Hall, A. Monroe, 245.
Hanna, Edward J., 166.
Hannan, *Rev.* Jerome D., 133.
Harper, W. A., 6, 211.
Harrington, Karl Pomeroy, 88.
Haydon, A. Eustace, 98.
Hayward, Myrtle H., 271.
Hayward, Percy R., 271, 299–300.
HEBREW LANGUAGE, TESTS, 196.
HEBREWS, EDUCATION. *See* JEWISH EDUCATION.
Herbrecht, O. G., 212.
Herzog, *Rev.* Charles J., 131.
HIGH SCHOOLS, RELIGIOUS INSTRUCTION, 76; CATHOLIC, 122, 124–125, 128, 132, 138–139.
HIGHER EDUCATION. *See* COLLEGES AND UNIVERSITIES, RELIGIOUS EDUCATION.
Hirsch, Julius M., 177.
HISTORY, JEWISH, TEACHING, 199–201.
HISTORY OF RELIGIOUS EDUCATION, JEWISH, 152–162; PROTESTANT, 220–226.
Holt, A. E., 22.
HOME TRAINING, 12; CATHOLIC, 145–151.
Horan, Ellamay, 112, 127, 132, 148–149.
Horne, Herman Harrell, 52, 314.
HOSPITALS, RELIGIOUS EDUCATION IN, 68.
Hudnut, Joseph, 246.

I

INDIANS, AMERICAN, RELIGIOUS EDUCATION, 24, 111.
INDUSTRY AND RELIGIOUS EDUCATION, 21, 51, 53.
INSTRUCTION AND INSTRUCTORS, PROTESTANT, 305–332. *See also* PROBLEMS OF LEADERSHIP, JEWISH, NONSECTARIAN, PROTESTANT.
INTERDENOMINATIONAL UNDERSTANDING, 26–35, 105, 163–169.
Isaacs, Bernard, 189.
Israel, Edward L., 156.

J

JANITORS, VALUE IN RELIGIOUS EDUCATION, 209.
JEWISH EDUCATIONAL INSTITUTIONS, 56, 59.
JEWISH EXTENSION EDUCATION, 172.
JEWISH HISTORY, 199–201.
JEWISH PIONEERS IN AMERICA, 194.
JEWISH RELIGIOUS EDUCATION, 152–204; HISTORY, 152–162.
Johnson, *Rev.* George, 120, 133.
Johnson, Marian, 272.
Johnson, Paul E., 7.
Jones, Mary Alice, 232, 273–274.
Jones, Paul, 99.
Jung, Leo, 37.
JUNIOR DEPARTMENT, CHURCH SCHOOLS, PROTESTANT, 250.
JUVENILE DELINQUENTS. *See* CRIME PREVENTION AND RELIGIOUS EDUCATION; DELINQUENT BOYS AND RELIGIOUS EDUCATION

K

Kagawa, Toyohiko, 8–9.
Katz, Jacob, 190.
Kelley, R. B., 64.
Kelly, Robert L., 65.
KINDERGARTENS, CHURCH SCHOOLS, PROTESTANT, 253.
King, Marion, 191.
Knapp, Forrest L., 315–320.
Kohn, Eugene, 192.
Kurzband, T. K., 193.

L

La Farge, *Rev.* John, 150.
Lampe, M. Willard, 31, 66.
Landman, Isaac, 167.
Lapson, Judah, 157.
Lavers, M. E., 106.
LAYMEN AND RELIGIOUS EDUCATION, 328, 330.
Leach, Raymond H., 65.
LEADERSHIP PROBLEMS, 104–111, 202–204, 305–332.
LEADERSHIP TRAINING, 309, 322; CURRICULUM, 243.
Lebeson, Anita L., 194.
Lefforge, Roxy, 223.
Lehman, Irving, 178.
Leiper, Homer S., 38.
LeSourd, Gilbert A., 275.
Liberman, Joshua, 67.
LIBRARIES AND READING, RELIGIOUS, 36–40, 85, 290; JEWISH, 37, 191, 195.
Lindhorst, Frank A., 233.
LIQUOR PROBLEM AND RELIGIOUS EDUCATION, 219, 297.
Lischka, Charles N., 113.
LITERATURE, IN RELIGIOUS EDUCATION. *See* LIBRARIES AND READING, RELIGIOUS.
Littell, John S., 89.
Londow, Ezekiel J., 158.
Lord, *Rev.* Daniel A., 134.
Lotz, Philip H., 213.
Lumb, J. R., 10.
Lurie, Rose G., 195.
Lyons, John R., 301.

M

McAfee, J. E., 53.
MacArthur, Kenneth C., 247.
Macartney, Clarence E., 302.
McGowan, *Rev.* R. A., 114.
McKibben, Frank Melbourne, 321.
McMahon, *Rev.* John T., 135.
Magdalene, *Sister*, 121.
Maller, Julius B., 196, 203.
Mann, Louis L., 179.
Markowitz, S. H., 32, 197.
Martin, A. W., 322.
Martin, Florence, 276.
Mary Dominica, *Sister*, 133.
Mary Eugenia, *Sister*, 136.
Mary Vera, *Sister*, 137.
Mather, H. V., 248.
Maus, Cynthia Pearl, 277.
Meland, Bernard E., 11.
MENTAL HYGIENE AND CHRISTIANITY, 48.
Merriam, Thornton W., 90.
Mertens, *Sister* Arnoldina, 115.
Michel, *Rev.* Matthew Arthur, 122.
Miller, Minor C., 234.
Mims, E., 23.
Minnich, Kathryn C., 278.
MISSION SCHOOLS, IN MOUNTAINS, 62.
Mitchell, *Mrs.* Ulyss S., 68.
Mitchell, Ulyss S., 68.
Moore, G. V., 214.
MORAL EDUCATION. *See* CHARACTER EDUCATION.
Morehouse, D. W., 54.
Morton, R. B., 91.
MOUNTAIN SCHOOLS, MISSIONARY. *See* MISSION SCHOOLS, IN MOUNTAINS.
Mowbray, Edna W., 100.
Munro, Harry C., 214, 235, 273, 323–324.
Murphy, Albert John, 92.
MUSIC IN RELIGIOUS EDUCATION, 88, 91, 254, 266.

N

NATIONAL COUNCIL FOR JEWISH EDUCATION, 157.
NATIONAL STUDENT-FACULTY CONFERENCE ON RELIGION AND EDUCATION, 101.
NATURE AND PURPOSE OF RELIGIOUS EDUCATION, 1–18.
NEGROES, RELIGIOUS EDUCATION, PROTESTANT, 242.
Nelson, T. H., 102.
Newton, M. W., 106.
NONSECTARIAN RELIGIOUS EDUCATION, 1–111.
Nugent, Harriet Whitcomb, 279.
NURSERY DEPARTMENT, CHURCH SCHOOLS, 227.
NURSING EDUCATION, TEACHING RELIGION IN CATHOLIC, 121. *See also* HOSPITALS, RELIGIOUS EDUCATION IN.
Nystrom, Gertrude Hill, 12.

O

OBEDIENCE, CHILDREN'S, 115.
OUTLOOK FOR RELIGIOUS EDUCATION, 220.
Overton, Mrs. Grace Sloan, 303.
Owl, W. David, 24.

P

PARENTAL EDUCATION, 228, 238.
PARENTS, RELIGIOUS EDUCATION BY, 12–13, 145–151, 238, 306.
PARENTS' ASSOCIATION, JEWISH, 173. *See also* ADULT EDUCATION.
PASTORS AND RELIGIOUS EDUCATION, 209, 212, 301, 311, 320, 322, 324.
Pearlman, David W., 198.
Perkins, Ruth, 249.
PERSONNEL SERVICE. *See* COUNSELING IN RELIGIOUS EDUCATION.
Philipson, David, 159.
PHILOSOPHY OF RELIGIOUS EDUCATION, PROTESTANT, 205–219.
Phipps, Hilda Massberg, 267.
Pickett, Warren Wheeler, 280.
PLAYS, RELIGIOUS. *See* DRAMA IN RELIGIOUS EDUCATION.
Pollak, Jacob B., 199.
Powell, M. C., 250.
PRIMARY RELIGIOUS EDUCATION, CATHOLIC, 137, 144; JEWISH, 188, 193.
PRINCIPALS, JEWISH RELIGIOUS SCHOOLS, 202.
PROBLEMS CONCERNING RELIGION, NONSECTARIAN, 41–58; JEWISH, 202–204; PROTESTANT, 305–332.
PROGRAM AND THE PLANT, 251.
PROJECTS AND ACTIVITIES, RELIGIOUS, 185, 279.
PROTESTANT RELIGIOUS EDUCATION, 205–322; PROGRESS, 220–226.
PROTESTANT TEACHERS ASSOCIATION OF NEW YORK CITY, 106.

Przywara, *Rev.* Erich, *tr.*, 113.
PUBLIC AFFAIRS AND RELIGIOUS EDUCATION, 19–25.
PUBLIC SCHOOLS, RELIGIOUS EDUCATION IN, 108.
PURPOSE OF RELIGIOUS EDUCATION, 2–5, 7, 11, 16.

Q

Quinn, *Sister* Mary Antonina, 138.

R

RABBINATE, AND JEWISH EDUCATION, 154.
RADIO IN RELIGIOUS EDUCATION, 93.
READING, SPIRITUAL, OF CATHOLIC CHILDREN, 136.
READING OF RELIGIOUS BOOKS, 36–40.
RELIGIOUS BOOKS, PUBLICATION OF, 39–40.
RELIGIOUS EDUCATION WEEK, PROTESTANT, 235, 287, 316.
RELIGIOUS UNDERSTANDING AND COOPERATION, 26–35, 163–169.
RELIGIOUS WORKERS WITH STUDENTS, IN COLLEGES AND UNIVERSITES, 65.
Richardson, Norman E., 285.
Ricksecker, C. W., 108.
Rinden, A. O., 94.
Rosen, Ban, 160.
Rosengarten, Isaac, 180.
Ross, J. Elliott, 13.
RURAL COMMUNITIES, RELIGIOUS EDUCATION, 74, 205, 218, 224, 236–237, 247, 258, 265, 298, 309, 322.
Russell, *Rev.* William H., 139.
Ryland, Edwin P., 33.

S

Sachar, Abraham L., 168.
Savage, W. L., 40.
Scalise, Victor F., 236.
Schabert, *Rev.* Joseph A., 116–118, 140–141.
Schloerb, Rolland W., 304.
Schmidt, *Rev.* Austin G., 123.
Schmiedeler, *Rev.* Edgar, 151.
Schoedinger, Helen M., 70.
SCHOOL BUILDINGS AND CLASSROOMS, FOR PROTESTANT RELIGIOUS EDUCATION, 231, 246, 255.
Schoolman, Albert P., 204.
SCHOOLS OF RELIGION, JEWISH, 202, 204; NONSECTARIAN, 71–72.
Schuldt, Viola, 237.
Scotford, John R., 325.
SENIOR DEPARTMENT, PROTESTANT CHURCH SCHOOLS, 243.
SEX INSTRUCTION, 143.
Seymour, Frank C., 252.
Shackford, John W., 215, 286.
Shaver, Erwin L., 326–329.
Shaw, Clifford R., 103.
Sheehy, *Rev.* Maurice, 142.
Shelton, F. M., 73.
Shidlovsky, Sophie, 14.
Shields, Elizabeth M., 253.
Simon, Abraham, 34, 169.
Smallwood, *Mrs.* Glen G., 287.
Smith, Augustine H., 254.
Smither, Ethel L., 216.
Snowden, James H., 288.
SOCIETY, EFFECT OF RELIGIOUS EDUCATION ON, 19–25.
Soltes, Mordecai, 161, 181–182, 200–201.
Speicher, Earl E., 55.
Stamm, F. K., 15.
Starr, Homer W., 289.
Stauffacher, A. D., 16.
Stock, Harry Thomas, 25, 290.
STORIES, RELIGIOUS, FOR JEWISH CHILDREN, 191, 195.
Stowell, *Rev.* Jay S., 74.
Strack, Herman L., 162.
STUDENTS' PROBLEMS, RELIGIOUS, NONSECTARIAN, 95–103; PROTESTANT, 296–304.
SUPERVISION IN RELIGIOUS EDUCATION, 308, 321–322.
Suter, John W., 291.

T

Taft, Elizabeth A., 292.
TALMUD, TEACHING, 156, 162, 190.
Taylor, William S., 109.
TEACHERS, IN PROTESTANT CHURCH SCHOOLS, 110, 259, 270, 276, 278, 289, 308, 321, 325, 328; TRAINING, CATHOLIC, 120.
TEACHING RELIGION, 1, 3, 7, 15, 69, 80, 202, 204; BASIC IDEALS IN, 2, 42; PSYCHOLOGY OF, 112.
TEMPERANCE AND RELIGIOUS EDUCATION. *See* LIQUOR PROBLEM AND RELIGIOUS EDUCATION.
THEOLOGICAL SEMINARIES, JEWISH, 204; PROTESTANT, LIST OF, 65.
Towner, Milton C., 17.
Tralle, Henry Edward, 255.
Treaster, Lillian Clark, 293.
Tuttle, Harold Saxe, 56.
Tyndall, Evelyn, 238.

U

UNEMPLOYMENT, AND RELIGION, 47, 53.
UNIVERSITY EXTENSION. *See* EXTENSION EDUCATION, JEWISH.

V

VACATION CHURCH SCHOOLS, PROTESTANT, 315–317; TRAINING LEADERS FOR, 312.
VALUES IN BIBLICAL INSTRUCTION, 3.
Van Sickle, A. A., 111.
Veh, Raymond M., 330.
Veit, Benjamin, 183.
Vieth, Paul H., 217, 224, 256.
VISUAL EDUCATION IN RELIGION, 78, 94.

W

Wagner, Mable, 239.
Walsh, James J., 143.
WAR AND RELIGION, 26.
Webber, Charles C., 57.
WEEK-DAY RELIGIOUS INSTRUCTION, 59–60, 63–64, 70, 73, 75, 111; JEWISH, 170, 183; PROTESTANT, 258, 278.
Weigle, Luther A., 69, 331.
Weiman, Henry N., 58.
Wentzel, Fred D., 218.
Westphal, Edward P., 240.
Winchester, Benjamin S., 219.
Wolfe, *Rev.* John M., 144.
Wolsey, L., 18.
Wood, W. Carleton, 294.
Woodroofe, Robert W., 75.
WORLD FRIENDSHIP, TEACHING, 239.
WORLD-MINDEDNESS AND RELIGIOUS EDUCATION, 92.
WORSHIP PROGRAMS, BUILDING, PROTESTANT, 264, 280, 287, 293.

Y

Yaple, George S., 76.
Young, William L., 35.

Z

Zeigler, Earl F., 295.

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